

DEVELOPING INCLUSIVE SCHOOL TOGETHER: COLLABORATION BETWEEN INCLUSIVE AND SPECIAL SCHOOLS

MONITORING AND EVALUATION REPORT



Ukrainian Step by Step Foundation, 2015

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INTRODUCTION

Monitoring of the project “Developing Inclusive School Together: Collaboration between Inclusive and Special Schools” was provided by the Ukrainian Sep by Step Foundation according to the monitoring and evaluation plan, developed with the support of Seamus Hegarty, the international consultant. The final evaluation was provided by Irina Ivaniuk, consultant on monitoring and evaluation of the educational projects, member of the civic organization “Union” of the Agency of Educational Policy Development based on the data received during the monitoring process. The period of the evaluation study – December 1, 2014 – March 1, 2015.

Acknowledgements

We highly appreciate the huge work the educators of the project schools did providing the data of monitoring to ensure the high quality of the project results. The project’s results have become possible because of the hard work and dedication to the ideas of inclusive education of the schools – participants of the project, in particular:

Mainstream schools:

- Primary - secondary school #15 of the city BilaTserkva, Kyiv oblast – school director Natalia Slobodyaniuk
- Educational complex “Barvinok”, Kyiv city – director ElyzavetaTsapenko
- Primary - secondary school #233, Kyiv city – school director Volodymyr Skrytskyi
- Primary - secondary school “Nadiya”, Lviv city – school director IrynaKhmil
- Pre-school “Barvinok”, Lviv city – director Natalia Vytrykush
- Educational complex “Dyvosvit”, Lviv city – director Olga Banakh
- Primary – secondary school #124, Kharkiv city – school director ValentynaKyivska
- Pre-school #93, Kharkiv city – director NadiyaStrelnykova

Special schools:

- Special school #19, BilaTserkva city, Kyivska oblast – school director ValentynaIshchuk
- Special school #9, Kyiv city – school director TetyanaOstafiychuk
- Special school “Dovira”, Lviv city – school director Volodymyr Lozynskyi
- Special pre-school #240, Kharkiv city – director IrynaSheika
- Special school #3, Kharkiv city – school director Natalia Goncharova
- Special school #22, Kyiv city – school director MykolaTsybenko

We are very thankful for the assistance in developing the monitoring and evaluation plan and providing valuable comments and suggestions regarding the data collection and analysis, provided by the international consultant Seamus Hegarty.

We highly appreciate the professional support in all aspects of the project’s implementation, provided by Dragana Sretenov, senior program manager of the Early Childhood Program, Open Society Foundations.

Professionalism and dedication of these people as well as many others, involved in the project, allowed to work out the process of co-operation between the mainstream and special schools, but more important – to involve children with disabilities in the inclusive pre-schools and

primary schools. During the project 63 children with different types of disabilities have been involved in eight pre-schools and primary schools where received quality education together with their peers and additional (special) support from different specialists.

Abbreviations and Acronyms

CMU	Cabinet of Ministers of Ukraine
ERC	Educational Rehabilitation Centers
IEP	Individual educational program
ITTI	In-service Teacher Training Institutes
LEA	Local educational authorities
MoES	Ministry of Education and Science
MoH	Ministry of Healthcare
MoSP	Ministry of Social Policy
NGO	Non-government organization
PoU	Parliament of Ukraine
PMPC	Psychological, medical and pedagogical counseling
USSF	Ukrainian Step by Step Foundation

PROJECT DESCRIPTION

The project “*Developing Inclusive School Together: Collaboration Between Inclusive and Special Schools*” was aimed at improved collaboration and coordination between mainstream and special educators to provide the better education and additional (special) support to children with disabilities within inclusive learning environment. The goal of the project was to develop inclusive environments in mainstream kindergartens and primary schools in four oblasts of Ukraine through establishing partnerships between parallel educational systems – mainstream (general) and special education. The project also aimed to develop the competencies of regular pre-school and primary school teachers and special educators to work collaboratively to: provide quality education; develop inclusive school models through the whole school approach; develop recommendations for the Ministry of Education and local authorities to facilitate involvement of special educators in the inclusive schools, and disseminate lessons learned / best practice at national and international levels.

The assumption was that such an approach would provide the possibility for special educators to see their **new role and new practices** within inclusive setting, which was critical in terms of increasing the number of inclusive schools, lack of their support and, at the same time, decreasing number of children with disabilities in the special schools¹. At the same time, regular teachers in inclusive settings would get an additional support from the special teachers, who would bring new skills and through joint training on inclusive practices could work as a part of multidisciplinary teams.

The project included eight school teams from four oblasts, which participated at the project. The criteria for selection included following:

- Existence of the child-centered practices in the regular schools, their willingness and commitment to the project ideas

¹ According to the data of the Ministry of Education, the number of children with disabilities in special schools decreased from 50,300 in 2008 to 46,480 in 2011 and to 44,660 in 2014.

- Existence of the special school, which would express its willingness and commitment to the project ideas
- Co-operation of the schools with oblast In-service Teacher Training Institutes (ITTI), psychological-medical-pedagogical consultations
- Participation at other USSF's programs (Community School program, Index for Inclusion, etc.)

School teams included the teachers from regular and special schools, regular school directors, representatives of oblast In-service Teacher Training Institutes, local educational authorities and non-governmental organizations.

Training program was provided to the school teams based on the jointly identified needs. Training activities were provided by the trainers of the Ukrainian Step by Step Foundation on such issues as development of individual educational programs for children with disabilities, co-teaching, teamwork, engagement of parents, advocacy, mentoring, using the Index for Inclusion.

As a result of the training, five cases of collaboration between mainstream and special schools were developed in order to provide the additional (special) support to children with special needs involved in the inclusive classrooms.

Implementation of the Index for Inclusion materials provided the mechanism of self-assessment and development of schools' plan towards inclusion through the whole school approach.

In addition, the analysis of the existing resources in terms of the specialists and technical resources (facilities, special equipment) has been made both at the level of legislation and practice.

METHODOLOGY

The main goal of the study was to find out the level of achievement of the project's results according to the monitoring and evaluation plan, including the following:

- Level of developed competences of the main target groups (pre-school and primary teachers of inclusive classrooms and the special schools, and other specialists) to implement inclusive curriculum;
- Level of achieved competences of the school directors to develop inclusive educational environment based on the whole – school approach;
- Changes in the legislation at the national and local level aimed at the development of the inclusive education;
- Changes in the number of children with special needs involved in the inclusive classrooms.

The geography of the study

The survey of the school directors, mainstream and special teachers, specialists took place in the cities of Lviv, Kyiv, Kharkiv and BilaTserkva (Kyivska oblast), which represented eastern, central and western parts of Ukraine where the pilot schools were involved.

Methods and instruments

In the process of study, the qualitative and quantitative methods were used: content analysis of the legislation both at the level of national policy as well as the level of the school policy, surveys of the teachers, specialists and school directors, analysis of the results of self-assessment of the teachers and observations of teachers' practice by the mentors; content analysis of the eight inclusive school developmental plans created according to the materials of the Index for Inclusion.

Content analysis included the analysis of the materials of the Index for Inclusion (pre-school and primary school), to identify the criteria to evaluate the inclusive school development plans of the pilot schools. Taking into consideration the materials of the Index for Inclusion include three directions: 1) Creating inclusive cultures, 2) Producing inclusive policies, and 3) Evolving inclusive practices; following criteria for analysis were identified:

- 1) Whether training of the school personnel and parents on the issues of inclusion had place;
- 2) What were the advocacy activities towards inclusion;
- 3) What kind of cooperation with the local communities was.

The content analysis of the eight inclusive development plans was made according to the mentioned above criteria for the 2013/2014 school years, which were developed by the school teams participated at the training within the project. The plans were analyzed to identify the skills of the school directors to involve different stakeholders to the development of inclusive educational environment in their schools.

The content analysis also included the analysis of the legislative documents and recommendations as for improving educational policy in Ukraine in a field of inclusive education, developed within the project, to analyze the number of changes introduced in the legislative documents both at the national and the local levels.

The method of expert surveying was chosen to receive necessary information according to the monitoring and evaluation plan, which reflected the competencies of the respondents, who had relevant experience and knowledge in a field of inclusive education in Ukraine.

The standard surveys were used to survey the representatives of the target groups – school directors, pre-school and primary teachers of the inclusive classrooms and special teachers, other specialists (psychologists, rehabilitators, and others). The goals of the surveys were to find out how much their level of understanding of inclusive education has been changed as a result of the training activities and how much their competencies have been developed to implement inclusive education in the schools.

Sample

The random sample of the representatives of the target groups was used in the study. The experts were selected based on the relatively random sample, other words, the consultant on monitoring selected the representatives of the target groups, who might provide the most valid results, on her own choice.

There were analyzed eight inclusive school developmental plans for 2013/2014 school year, developed by the school directors jointly with the school teams, who were trained within project activities. The plans were analyzed to identify the skills of the school directors to involve different stakeholders to the development of the inclusive learning environment in the schools. Number of plans is 100% among the plans developed by the school directors within the project.

There were analyzed 8 reports of the school directors on the school activities during 2012/2013 and 2013/2014 academic years. The reports were analyzed to identify the quantity indicator – how much the number of children with special needs increased in the pilot inclusive schools.

79 representatives of the target groups participated in the monitoring and evaluation study, among them:

- 37 teachers of the mainstream schools (18 pre-school teachers, 12 primary teachers and 7 teacher assistants);
- Five faculty members from the oblast In-service Teacher Training Institutes;
- Four mentors trained within the project;
- 25 special teachers, including seven teacher-defectologists (all involved from special schools); 8 speech therapists (2 staff members of the mainstream schools and 6 involved from special schools); 8 psychologists (all of them staff members of the mainstream schools); and 2 deaf and dumb specialists (representatives from secondary school # 233 in Kyiv).
- Eight directors of the mainstream schools.

Approaches to the analysis

The work with the experts was provided on the audio records. Based on the audio records, the verbatim was developed, which was used during the analysis. The process of analysis and interpretation of the quality data included four stages:

- 1) Thematic coding of the verbatim of the interview/creating of categories;
- 2) Approving the categories;
- 3) Analysis of discourse/interpretation of the material;
- 4) Representation of the data in the report and developing of the conclusions and recommendations.

Analysis and interpretation of the quantity data

Was conducted through the descriptive statistics with the help of the working program with statistic data SPSS. Because of this, the report will include evident presentation of the data through graphs, tables, their quantity description using the main statistic indicators.

Limitations of the study and factors influenced its results

Due to the time limits and human resources limits unrandom sample was chosen, which limited representation and reliability of the received data.

Evaluation results of the achievement of key project results

I. Key Outcomes #1. Developed competencies of the mainstream teachers (pre-school and primary school) to work in inclusive environment in partnership with the special teachers

The first expected outcome of the monitoring plan included *“Developed competencies of the mainstream teachers to work in inclusive environment in partnership with the special teachers”*. It consisted of the following qualitative and quantitative indicators:

- 1.1. Level of competencies of the mainstream teachers (knowledge and skills) on implementing inclusive curriculum.
- 1.2. Number of teachers participating at the training.
- 1.3. Number of teachers participating in the distance course on Collaboration.
- 1.4. Number of faculty teachers involved in development and delivering the distance course on Collaboration.
- 1.5. Number of mentors trained.

In order to measure the above indicator 1.1. *‘Level of competencies of the mainstream teachers (knowledge and skills) on implementing inclusive curriculum’*, the following monitoring tools have been used: the teachers’ survey, teachers’ self-assessment and observations provided by the mentors according to the ISSA² Quality Principles.

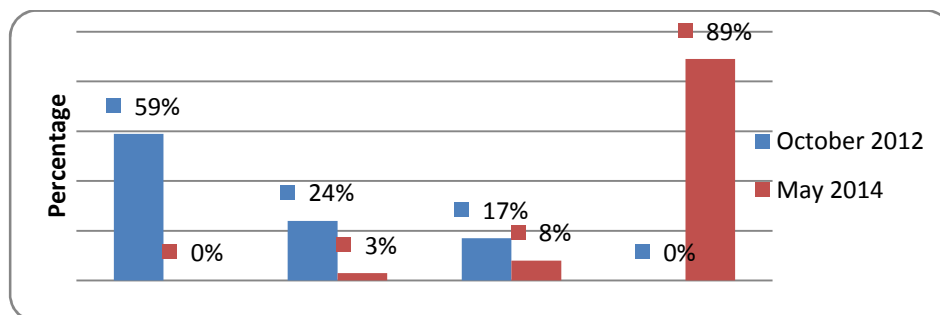
We compared the data from the initial survey, conducted at the beginning of the project in *October 2012* with 34 teachers (18 pre-school and 16 primary teachers), and the data collected at the final stage in *May 2014* with 37 teachers (18 pre-school and 12 primary teachers, and 7 teacher assistants). The survey was developed around the professional competencies, which teachers evaluated according to the scale from 1 to 4, where 1 meant the beginning of mastering the practice, and 4 - excellent level.

The questionnaire consisted of six sections with items intended to demonstrate the level of the teachers’ professional competences at the beginning and at the end of the project: differentiated teaching, co-teaching, development of Individual Education Program (IEP), assessment, teamwork, and positive communication skills. The questions within those six sections were organized according to the Bloom’s taxonomy to measure the teachers’ competences at all levels of their development: knowledge, comprehension, application, analysis, synthesis, and evaluation.

As shown in Chart 1, at the start of the project 59% of the teachers were not able to describe differentiated teaching, and in the final stage 89% believed that they mastered those practices (Chart 1). This suggests that in the course of the training, conducted within the project, the teachers gained the relevant knowledge and skills.

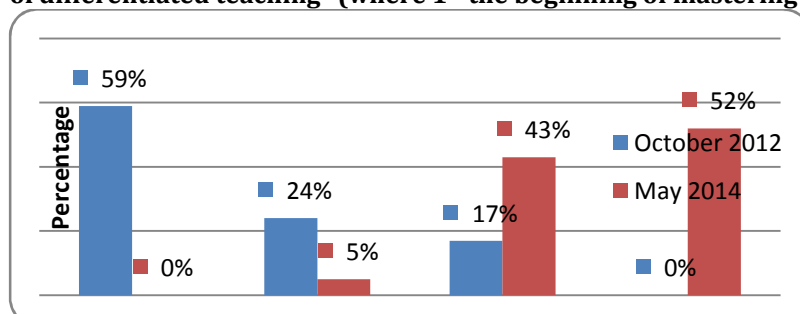
Chart 1. To what extent do you agree with the following statement: “I can describe the practices of differentiated teaching” (where 1 - the beginning of mastering the practice and 4 - excellent level)?

²ISSA – International Step by Step Association (www.issa.nl)



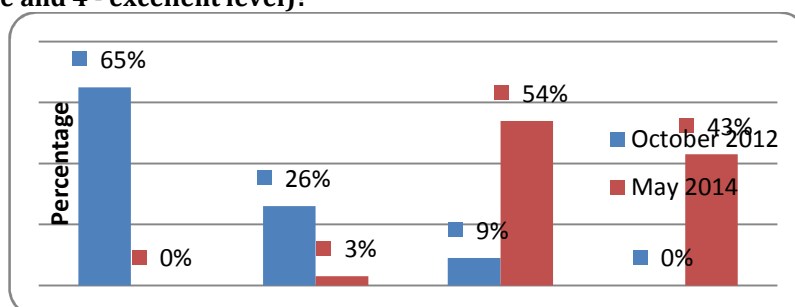
Given, that initially 59% of the teachers were not familiar with differentiated teaching, they could not use it at all; 24% of the teachers indicated a low level of skills and only 17% reported that they had a good level of knowledge in this area. However, in May 2014 significant changes have been noted: 52% of the respondents evaluated their use of differentiated teaching practices as excellent and 43% believed themselves to be good at it. (Chart 2).

Chart 2. To what extent do you agree with the following statement: "I can use and improve the practices of differentiated teaching" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



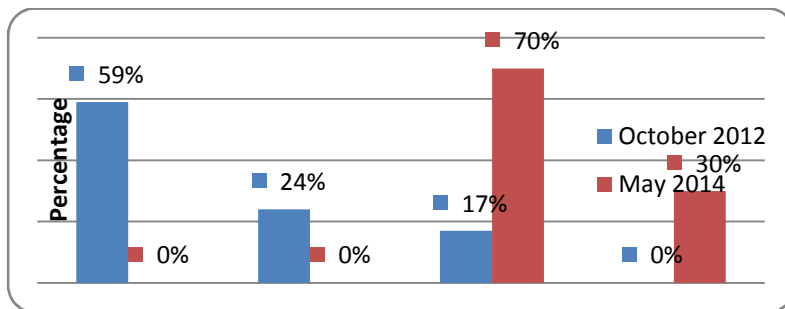
As shown in Chart 3, in October 2012, 90% of the respondents could not identify the factors that affect the practice of differentiated teaching in the classroom, whereas in May 2014, 97% of teachers had the relevant skills. In our opinion, this is an impressive result of the Project.

Chart 3. To what extent do you agree with the following statement: "I can identify factors, which affect the practices of differentiated teaching at the classroom level" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



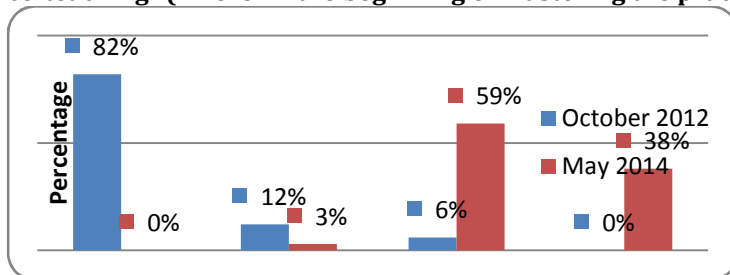
Importantly, the teachers demonstrated the skills to identify their own strengths and weaknesses in using differentiated teaching practices. At the start of the project, only 17% were able to do it, and in the end, 100% of the survey participants reported the necessary skills (Chart 4).

Chart 4. To what extent do you agree with the following statement: "I can identify my own weaknesses and strengths during using the practices of differentiated teaching" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



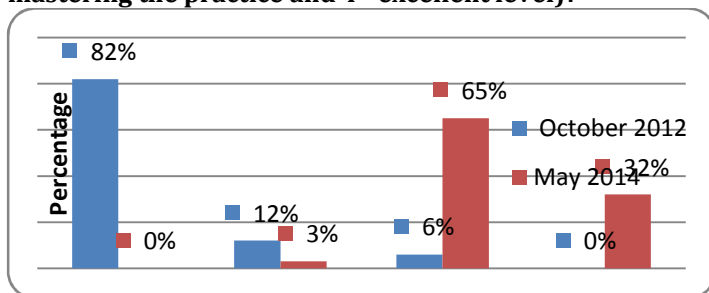
An important objective of the project was to provide the teachers of the relevant knowledge and skills to co-teach together with special teachers invited from the special schools. As seen in Chart 5, at the beginning of the project, the concept of co-teaching and its basic elements were new to 82% of the teachers, and 12% had some understanding of it. At the end of the project, 97% of the teachers reached an appropriate level of knowledge and skills in using the practice of co-teaching (Chart 5).

Chart 5. To what extent do you agree with the following statement: "I can describe the main elements of co-teaching" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



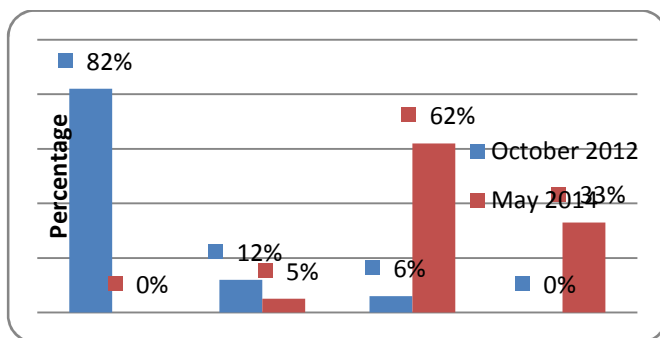
Naturally, due to the lack of knowledge about co-teaching at the initial stage of the project, 94% of the teachers did not use it in their everyday practice. At the end of the project, 97% of teachers reported that they could use it effectively and improve, working in collaboration with a special teacher (Chart 6).

Chart 6. To what extent do you agree with the following statement: "I can use and improve the practice of co-teaching (when regular teacher works together with the special teacher)" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



At the start of the project, 94% of the respondents could not assess own strengths and weaknesses in using co-teaching practices, which is understandable, as the concept was new to them and they lacked skills to apply it. The survey at the end of the project demonstrated that 95% were able to identify their own gaps and successes in co-teaching (Chart 7).

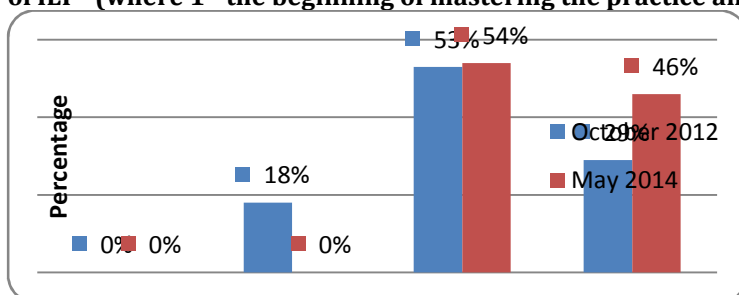
Chart 7. To what extent do you agree with the following statement: "I can identify my own weaknesses and strengths during using the practices of co-teaching" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



It should be noted, that Charts 1-3 and 5-9, which reflect the changes in the teachers' knowledge and competencies in relation to differentiated teaching and co-teaching in the classroom, also show that 2-5% of the respondents had an average level (second level in the evaluation scale) in May 2014. The same tendency can be seen in the charts below. This may be explained by the teaching staff turnover in the course of the project, i.e. these teachers joined the project and became involved in the training activities after October 2012.

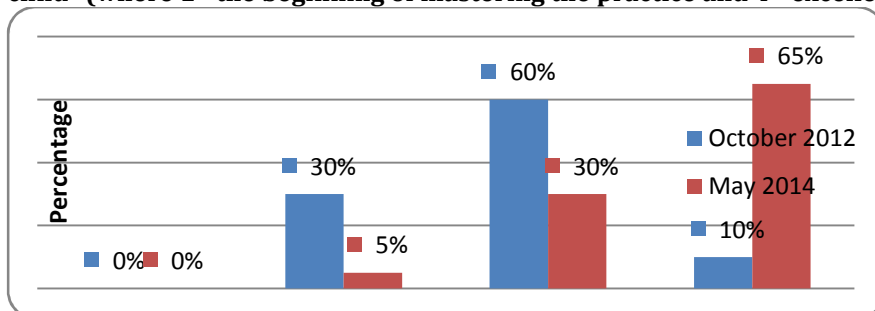
Another key project objective was to train teachers to design an Individual Educational Program (IEP) for the child with special educational needs (SEN) and implement it in the classroom. It should be borne in mind that in Ukraine school teachers have extensive experience of writing various plans and reports and, therefore, during the initial survey 82% of the respondents were able to describe the main components of the IEP. At the end of the project, 100% of the teachers acquired those skills (Chart 8).

Chart 8. To what extent do you agree with the following statement: "I can describe the main components of IEP" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



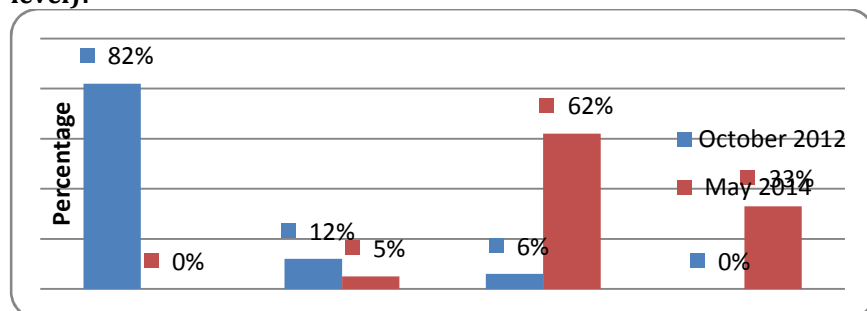
As indicated in the Chart below, at the beginning of the project only 10% of the teachers believed they had excellent skills to design and implement an IEP according to the IEP process, i.e. to develop, review it regularly, make the necessary adjustments and identify the appropriate goals and objectives for the child. After the corresponding training and practice, 65% of the teachers evaluated their skills as 'excellent' (Chart 9).

Chart 9. To what extent do you agree with the following statement: "I can develop IEP according to the procedure, reviewing it on the regular basis, clarifying and identifying the goals and objectives for the child" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



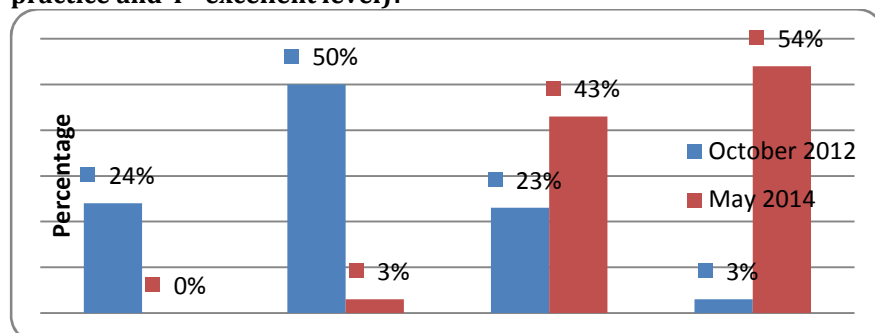
Moreover, whereas at the start of the project 94% of the respondents could not identify own strengths and weaknesses concerning the development of IEPs, the final survey showed that 95% were aware of them (Chart 10).

Chart 10. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during developing IEP” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



The assessment of the academic achievements of students with SEN is an important issue for teachers working in inclusive settings. As evidenced in the findings from October 2012, only 3% of the respondents had good knowledge of how to assess; 24% were new to this concept; and 50% reported a vague understanding of it. However, in May 2014, 97% of the teachers were able to describe the main components of the assessment practice, which suggests a good result in this area (Chart 11).

Chart 11. To what extent do you agree with the following statement: “I can describe the main components of the assessment practices in the inclusive classroom” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



In October 2012, 67% of the teachers did not know how to apply assessment strategies when developing the IEP. In May 2014, 98% were able to do it effectively (Chart 12).

Chart 12. To what extent do you agree with the following statement: “I can use and improve the assessment practices during development of IEP” (where 1 - the beginning of mastering the practice and 4 - excellent level)?

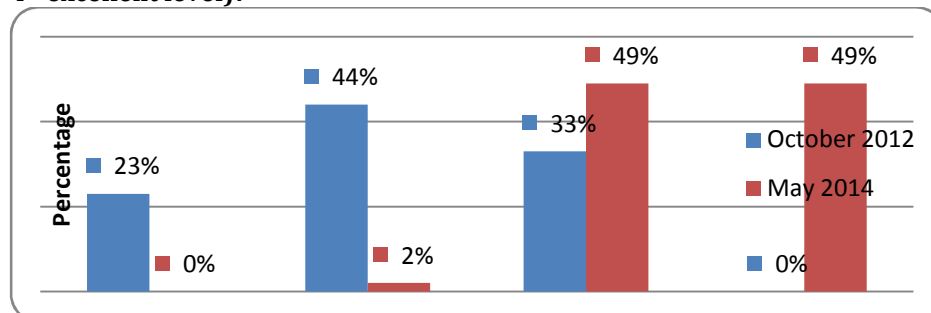
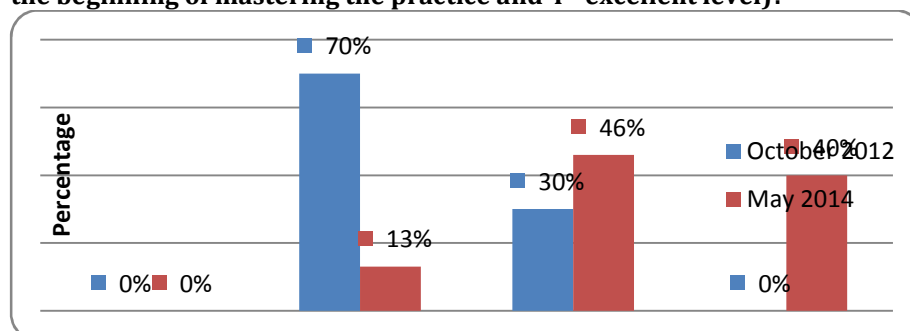


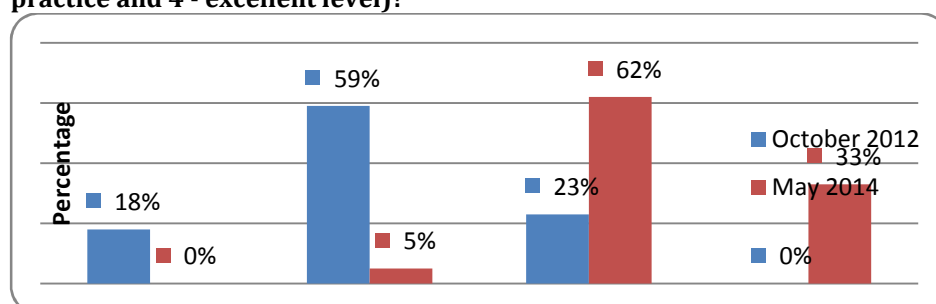
Chart 13 shows a positive dynamics, i.e. the number of teachers who learned to develop more effective kinds of activities for children to increase their participation in the educational process.

Chart 13. To what extent do you agree with the following statement: “I can develop more effective kinds of activities for children, which would increase their participation in the educational process” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



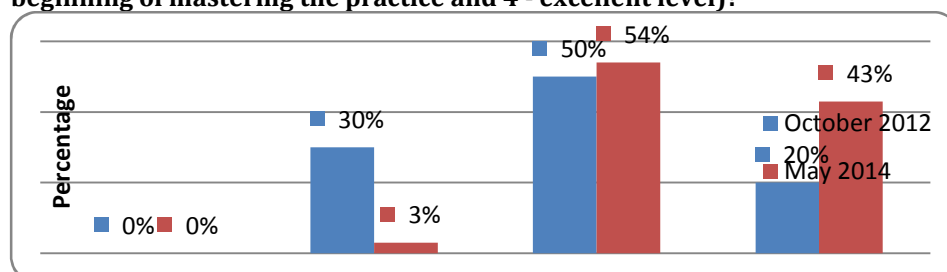
It is noteworthy, that at the end of the project 95% of the respondents indicated the ability to assess own strengths and weaknesses regarding the use of assessment practices. At the beginning, 70% of the teachers had just a vague idea about it (Chart 14).

Chart 14. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of assessment” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



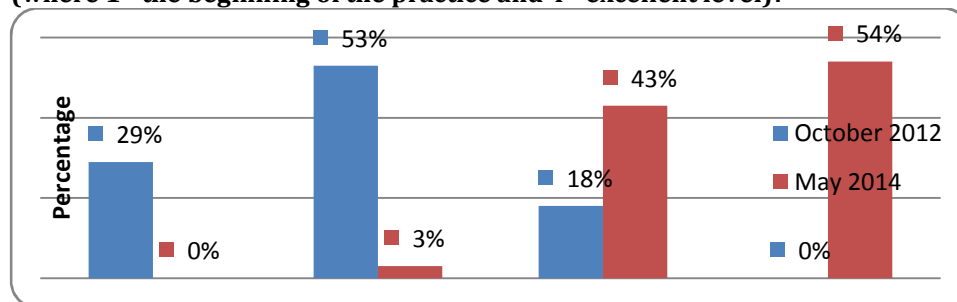
One of the most important factors in creating inclusive learning environment is the teamwork of teacher with parents and different specialists. At the beginning of the project, 70% of the mainstream teachers had a good understanding of the difference between the team approach and the traditional organization of child support. At the end, this figure increased to 97% (Chart 15).

Chart 15. To what extent do you agree with the following statement: “I can describe the difference between the team approach and the traditional organization of support of the child” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



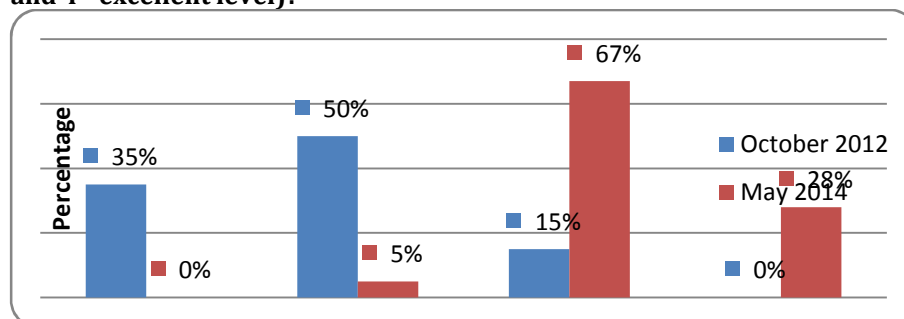
In October 2012, 82% of the mainstream teachers did not have the skills to discuss, plan and make changes to support activities for the child with SEN together with external professionals. In May 2014, 97% of the teachers were able to do it. (Chart 16).

Chart 16. To what extent do you agree with the following statement: “I can discuss, plan and make changes to the activities to provide support for the child with disabilities together with other specialists” (where 1 - the beginning of the practice and 4 - excellent level)?



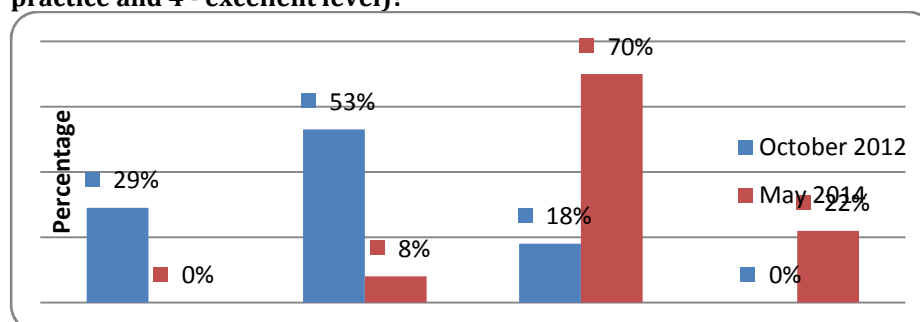
At the initial stage, 85% of the mainstream teachers did not know how to develop more effective participatory approaches to engage all professionals, including those from special schools. In the course of the project, 95% of the teachers mastered these skills (Chart 17).

Chart 17. To what extent do you agree with the following statement: “I can develop more effective approaches to participation of all specialists in the team work” (where 1 - the beginning of the practice and 4 - excellent level)?



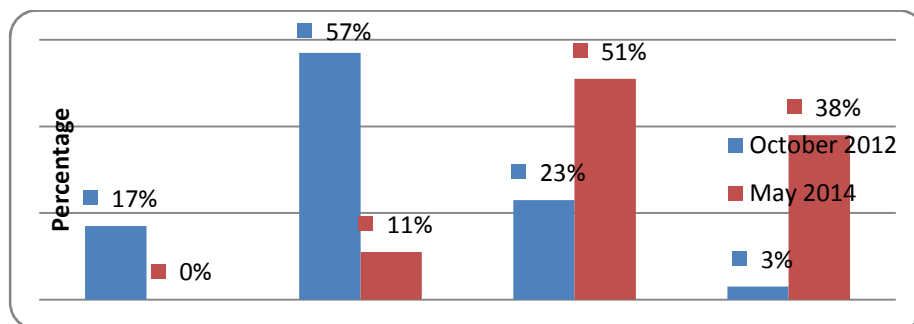
In addition, positive dynamics is observed in the development of skills by mainstream teachers to assess their own strengths and weaknesses in relation to teamwork. At the beginning of the project, 82% of the respondents considered it a challenge, while at the end only 8% continued to encounter such difficulties (Chart 18).

Chart 18. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of team approach” (where 1 - the beginning of mastering the practice and 4 - excellent level)?



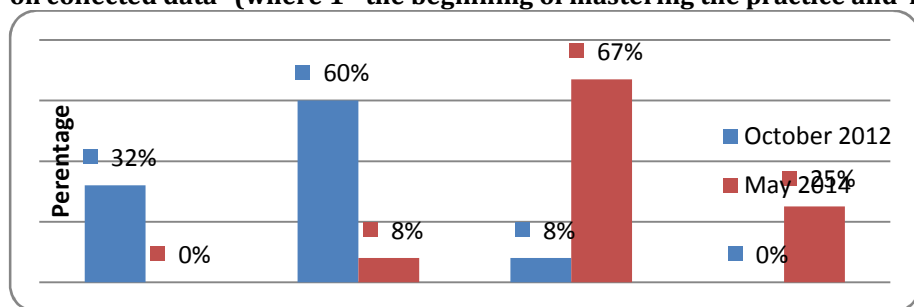
The development of communication competence is one of the key components in a successful inclusive learning environment. In October 2012, only 26% of the respondents could confidently describe the main elements of positive communication, while in May 2014 this number increased to 90% (Chart 19).

Chart 19. To what extent do you agree with the following statement: “I can describe the main elements of the practice of positive communication” (where 1 - the beginning of the practice and 4 - excellent level)?



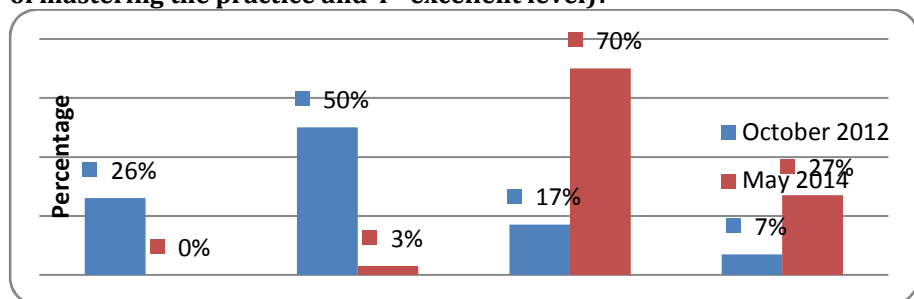
It is noteworthy, that the situation with the teachers' ability to use different data collection techniques to determine the communication challenges and maintain positive communication based on the collected data changed radically. At the beginning of the project, 92% of the regular teachers found it difficult. At its final stage, 92% of the respondents acquired this skill (Chart 20).

Chart 20. To what extent do you agree with the following statement: "I can use different forms of data collection to identify the problems in communication and to support the positive communication based on collected data" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



Additionally, the participants learned to assess their strengths and weaknesses in using interventions for behavior problems. This number grew up from 76% to 97% (Chart 21).

Chart 21. To what extent do you agree with the following statement: "I can identify my own weaknesses and strengths during using the practices of intervention to behavior problems" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



To measure the mentioned above indicators, the ISSA Professional Development Tool for Improving Quality in Practice was used. The Tool involved teachers' self-assessment and observations by mentors. During September 2013 - May 2014 two times of self-assessment were conducted with teachers of inclusive classrooms and two observations by the mentors. Thirty-seven teachers participated in that process; including 8 pre-school educators, 12 primary teachers, and 7 teacher assistants. All of them participated at the introductory training in 2012, the distance course based at the oblast In-service Teacher Training Institutes, and the advanced training in 2013.

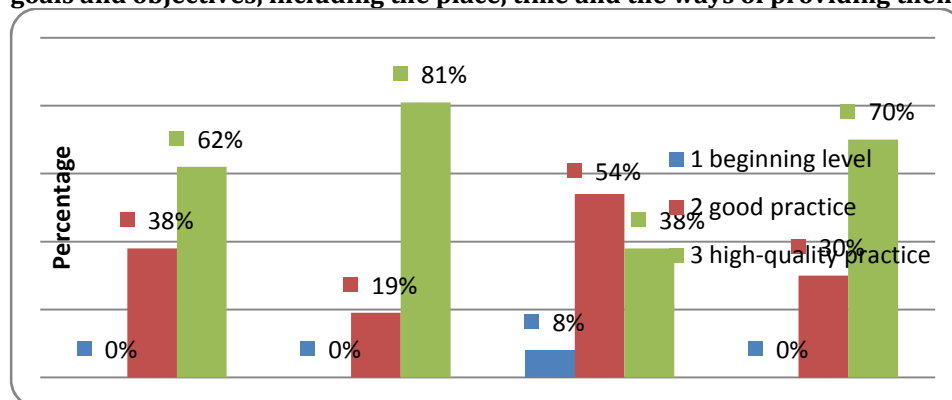
In our view, the project leaders made a sound decision to use two types of instruments to monitor and evaluate that indicator. Teacher self-assessment is important, but at the same time, it is rather subjective and may not reflect the real situation. Interestingly, the external evaluation by the mentors was based on the same form, which allowed the opportunity to

compare the teacher self-assessment data with the evaluation conducted by the mentors. The evaluation form consisted of six sections with statements concerning such areas as relationships, family and community, assessment, planning, working methods, and learning environment. The assessment scale included three levels: 1 - the beginning level, 2 - good practice, and 3 - high-quality practice (steadily observed).

For the teacher a good planning competence implies the ability to develop the Individual Educational Program (IEP) together with the child's parents and other professionals. The level of this competence was evaluated based on the four main components.

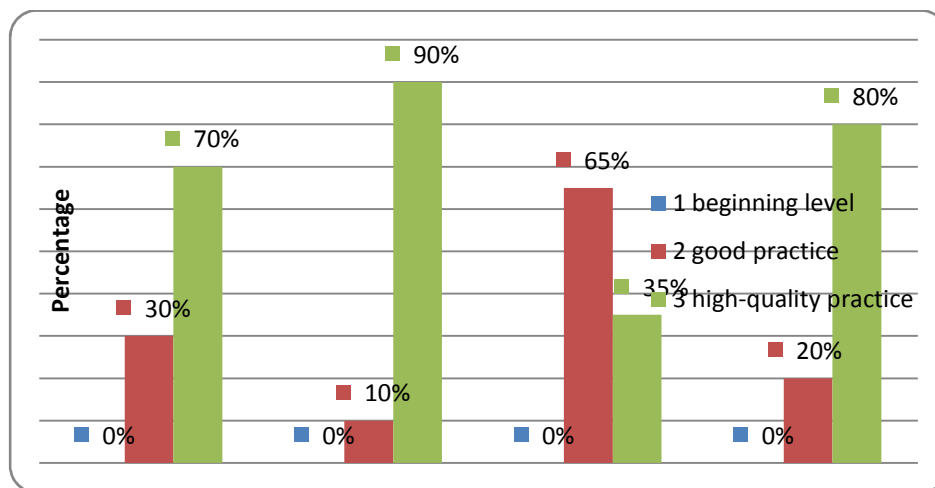
The first component required the teacher to determine the goals and objectives for the appropriate intervention, including the place, time and the strategies for additional intervention. As shown in Chart 22 below, in September 2013 only 38% of the regular teachers had good skills in this area, while the other 62% considered themselves highly qualified in it. At the same time, according to the mentors, 8% of the regular teachers were at the beginning level, 54% had good skills, and only 38% were able to plan high quality interventions. The data from May 2014 demonstrate a positive trend. The regular teachers rated their own practice as good (20%) and excellent (80%). That differed from the mentors' assessment data by 10%: the mentors rated 30% of the mainstream teachers as being good and 70% as excellent.

Chart 22. To what extent do you agree with the following statement: "The educator plans intervention goals and objectives, including the place, time and the ways of providing them"?



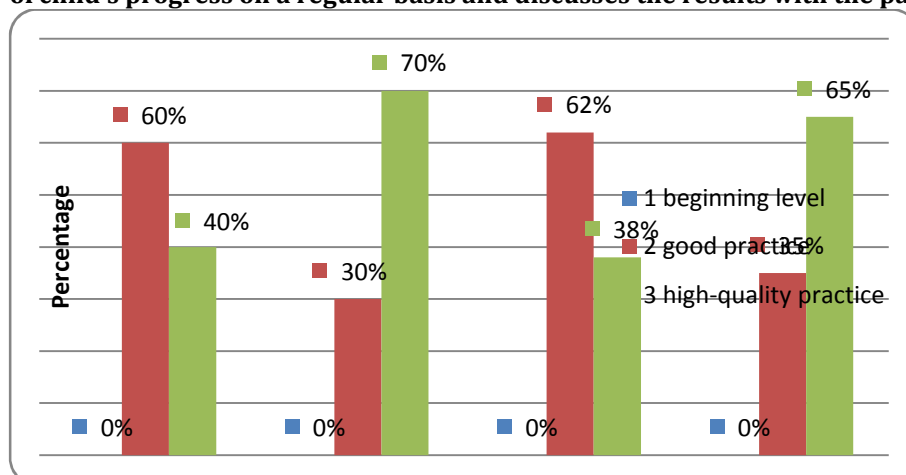
The second component implies that the teacher, together with the parents and other professionals, plans adaptations and additional supports necessary for the child to achieve the goals, and determines who will provide it. In September 2013, 30% of the mainstream teachers reported the ability to do it at a good level and 70% believed they were highly-qualified. The mentors assessed them the other way: around 65% as being good and 35% as excellent. In May 2014 the difference between the teacher self-assessment and mentor ratings did not exceed 10%. Thus, 10% of the regular teachers believed they had good skills and 90% considered themselves highly qualified, while in the opinion of the mentors, 20% of the teachers demonstrated good practice and 80% performed at the high-quality level (Chart 23).

Chart 23. To what extent do you agree with the following statement: "The educator together with parents and specialists plans adaptations and support necessary for the child to achieve the goals, and who will provide it"?



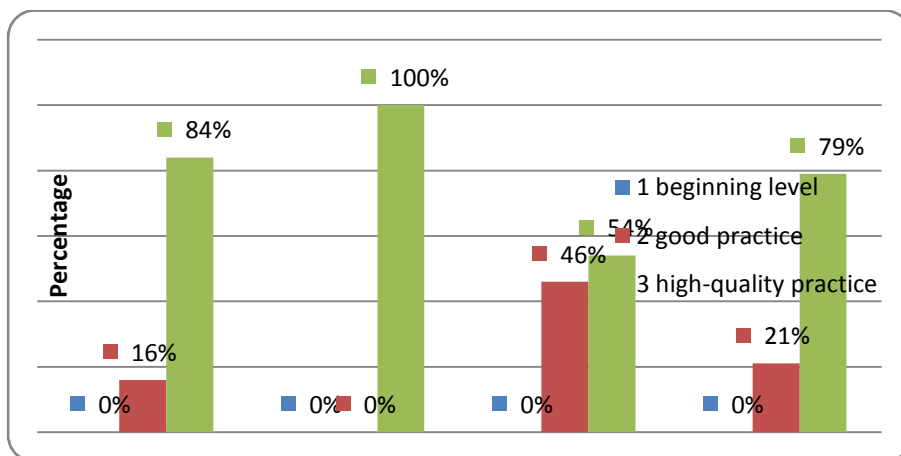
The third component envisages that the teacher monitors the progress of the child on a regular basis and discusses the results with the parents and other professionals. In September 2013, the data of teachers and mentors almost coincided (with a difference of 2%). The mainstream teachers assessed their practice as good (60%) and high-quality (40%). In May 2014, they rated themselves as follows: 30% - at a good level, 70% - at an excellent level. The results of mentors' assessment were 5% lower, which is not a big difference (Chart 24).

Chart 24. To what extent do you agree with the following statement: "The educator provides monitoring of child's progress on a regular basis and discusses the results with the parents and specialists"?



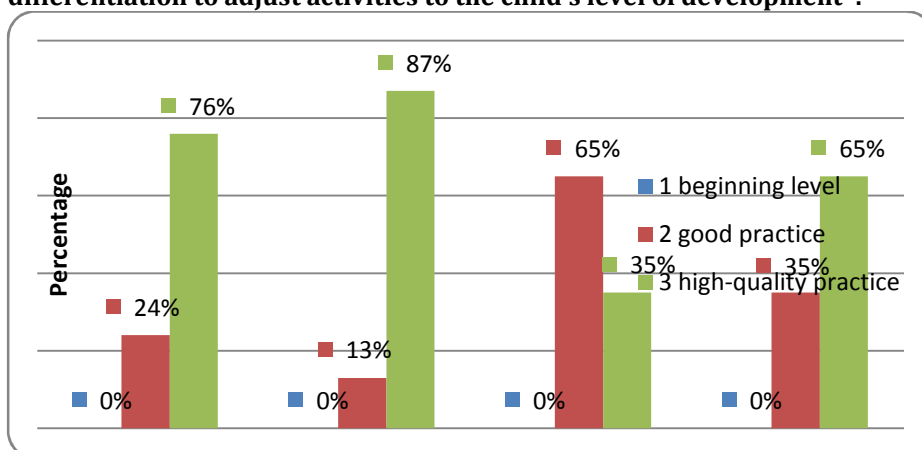
The fourth component involves regular reviews of the IEP with the parents and other professionals, making the necessary adjustments to the goals, activities and materials. In September 2013, the teachers reported that 16% were good at this type of work, and 84% remarked that they did it all the time. The mentors had a different opinion on the matter, noting that 46% of teachers demonstrated good practice, and 54% performed on a high-quality level. The difference between the teacher and the mentor assessments totaled 30%. At the end of the school year, when evaluating themselves against this statement, all the teachers reported a high-quality practice. The mentors noted that the level of competency had increased, but not for all teachers: 21% had good practice and 79% - a high-quality practice (Chart 25).

Chart 25. To what extent do you agree with the following statement: "The educator reviews IEP regularly in partnership with parents and specialists, making necessary adjustments to the goals, activities, materials etc."?



It was important to check how teachers mastered the new methods that were shared with them during their training within the project. First, we sought to find out whether the teachers used differentiation practices to adjust activities to the child's level of development. In September 2013, 24% of the regular teachers described their practice as good, and 76% reported using it efficiently it and consistently. The mentors were of a different opinion, estimating that 65% of the mainstream teachers demonstrated good practice and only 35% performed at a high-quality level. Positive dynamics was observed in May 2014, when 87% of the teachers indicated that they used differentiation strategies all the time, and the mentors gave the highest rating to 65% of the teachers. (Chart 26).

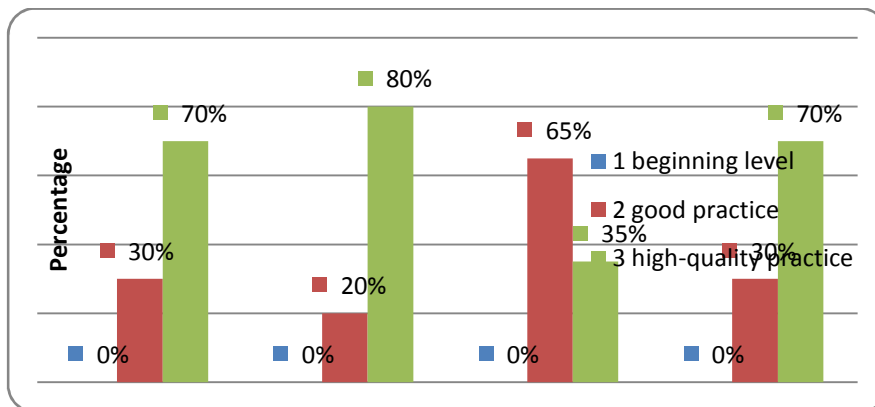
Chart 26. To what extent do you agree with the following statement: “The educator uses the practice of differentiation to adjust activities to the child’s level of development”?



The study was sought to establish whether the regular teachers used co-teaching together with other professionals – an approach, which includes four methods, i.e. supportive teaching, parallel teaching, complementary teaching, and team teaching.

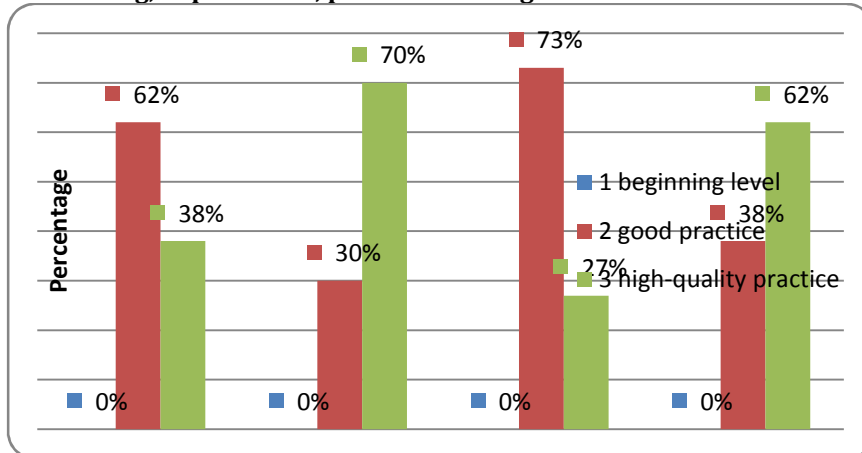
In September 2013, 30% of the regular teachers reported good practice in *supportive teaching* and 70% - high-quality practice. The mentors rated the use of this method with almost the opposite figures: 65% - good practice, and 35% - high-quality practice. Importantly, there were no teachers with beginning level, and all teachers knew how to do it. In May 2014, the difference between the teacher self-assessment and the mentor evaluation amounted to 10% only. According to the teachers’ responses, 80% of them implemented supportive teaching on a high-quality level, while in the view of the mentors this number was lower –70% of the regular teachers (Chart 27).

Chart 27. To what extent do you agree with the following statement: “The educator uses the practice of co-teaching, in particular, supportive teaching”?



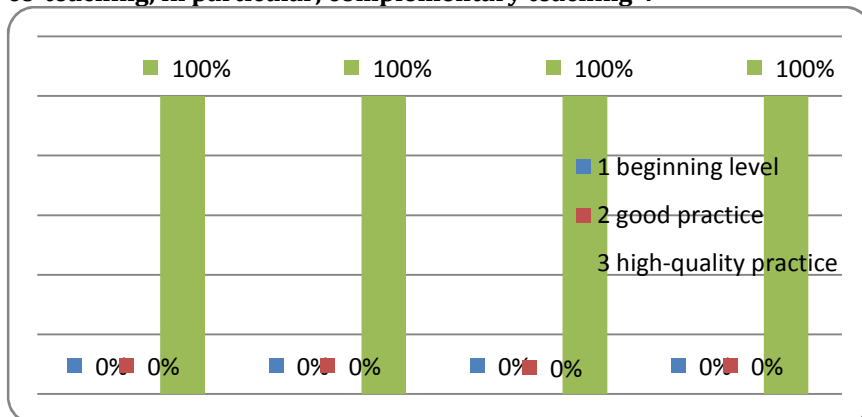
With respect to *parallel teaching*, in September 2013 the teachers indicated that 62% of them had a good practice, and 38% of teachers were highly qualified. However, the mentors believed there were 10% less of high-quality performers. The same difference between the teachers' self-assessment and mentors' evaluation results was observed at the end of the school year. The teachers believed that 70% of them were constantly using parallel teaching, while the mentors indicated only 62% (Chart 28).

Chart 28. To what extent do you agree with the following statement: "The educator uses the practice of co-teaching, in particular, parallel teaching"?



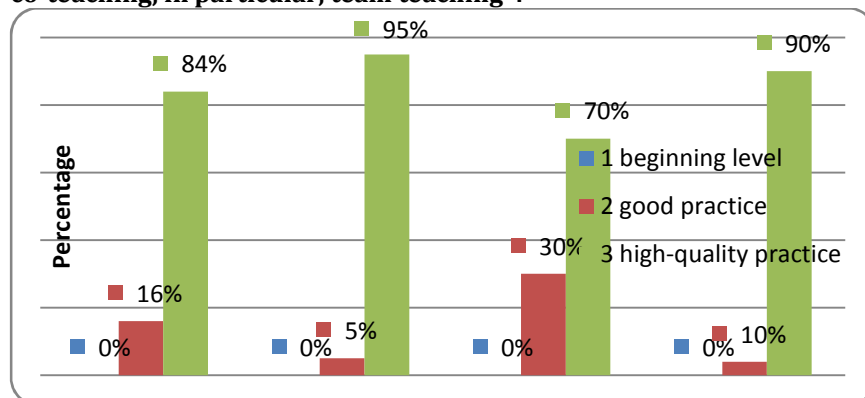
The situation with *complementary method of teaching* as one of the forms of the co-teaching, is quite remarkable. The teachers and mentors evaluated it as 100% both times (Chart 29). This suggests that this form of co-teaching is successfully used in practice.

Chart 29. To what extent do you agree with the following statement: "The educator uses the practice of co-teaching, in particular, complementary teaching"?



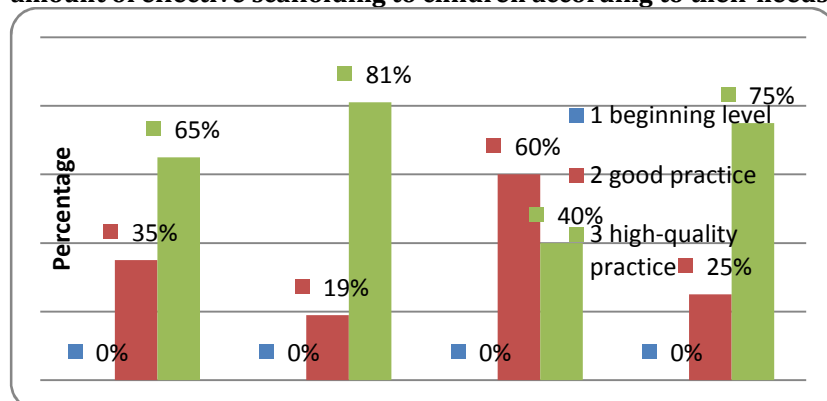
With regard to *team teaching*, in September 2013, 84% of the mainstream teachers confidently rated their skills as good, while the mentors assigned this rating just to 70% of the educators. At the end of the school year, the numbers for high-quality team teaching grew significantly: 95% of the teachers reported excellent skills, while the mentors believed that 90% demonstrated high-quality practice (Chart 30).

Chart 30. To what extent do you agree with the following statement: “The educator uses the practice of co-teaching, in particular, team teaching”?



We also looked at whether the teachers provided an adequate amount of effective scaffolding to children according to their needs and progress. In September 2013, 35% of the mainstream teachers believed that they did well, while 65% noted that they did it consistently and on a high quality level. The mentors indicated that the numbers of the teachers with good and high-quality practice were 60% and 40% respectively. In May 2014, 81% of the teachers reported high-quality practice, while the mentors indicated 75% (Chart 31).

Chart 31. To what extent do you agree with the following statement: “The educator provides an adequate amount of effective scaffolding to children according to their needs and progress”?

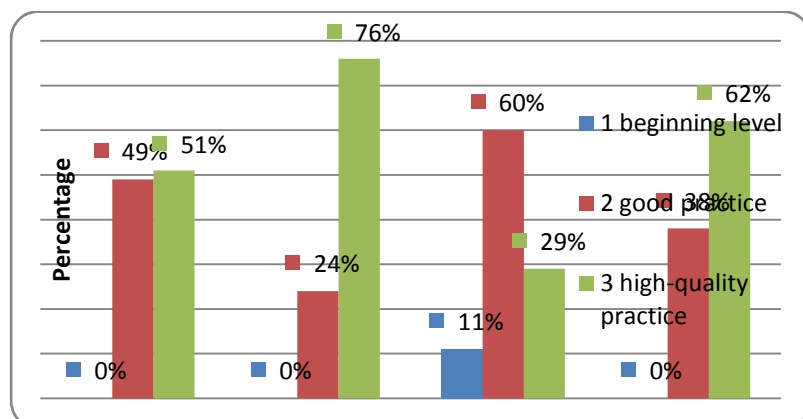


It was important to train the teachers to assess the academic performance of children with SEN in inclusive learning environment. This competence was examined against five components, as described below.

The first component related to the fact, whether the teacher used systematic observation and other appropriate formative assessment tools that reflected the current level of the child’s development. In September 2013, half of the teachers evaluated their practice as good and the other half –as high quality practice. The mentors saw a different picture: beginning level – 11%, good practice –60%, and high quality practice –29%. That indicated, that teachers did not have adequate knowledge of the types of formative assessment. However, a positive trend was noted in May 2014: 24% of the mainstream teachers rated themselves as having good practice, and 76% as having high-quality practice. In the opinion of

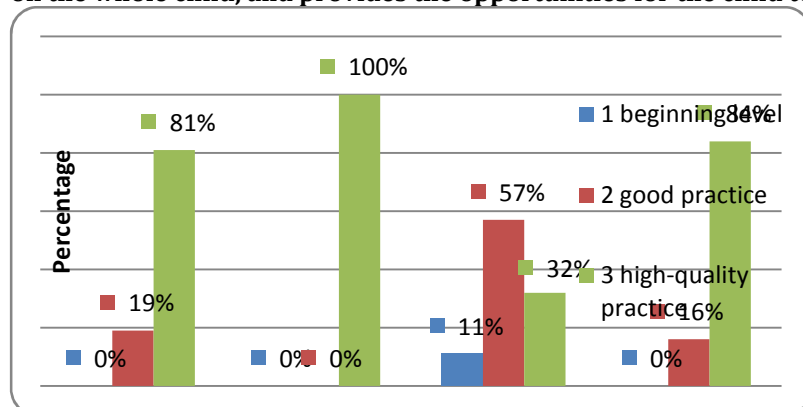
the mentors, 38% of the teachers demonstrated good practice, and 62% had high-quality practice (Chart 32).

Chart 32. To what extent do you agree with the following statement: “The educator uses systematic observation and other diverse mentally appropriate formative assessment tools that reflect the process and outcomes of learning and development?”



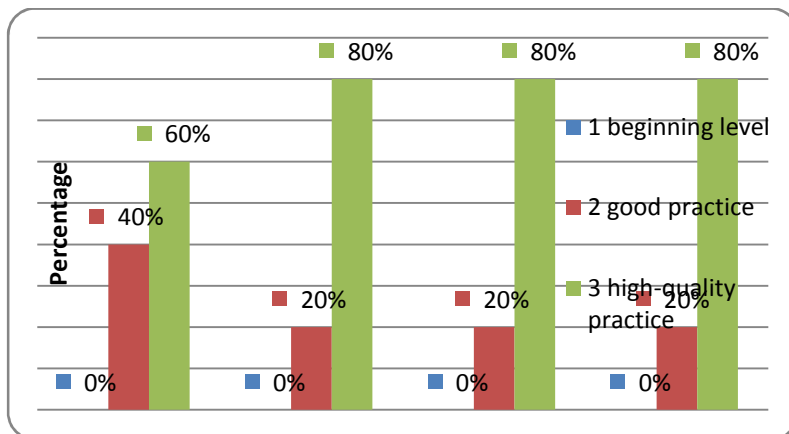
The second component verified, whether the teacher used the child’s portfolio as a form of assessment, which included observations, samples of the child’s work, information from other sources, etc., and focused on the holistic development of the child, providing opportunities for his/her active participation in learning and the life of a class/group. In September 2013, 21% of the teachers reported good practice in this area, and 81% – high quality practice. The mentors had a different view: beginning level - 11%, good practice - 57%, and high quality practice - 32%. At the end of the school year 100% of the teachers noted that they always used portfolios, while the mentors pointed out that 84% of the teachers had high quality practice, and 16% - good practice (Chart 33).

Chart 33. To what extent do you agree with the following statement: “The educator uses portfolio assessment, which includes observations and work samples, information from different sources, focused on the whole child, and provides the opportunities for the child to participate actively?”



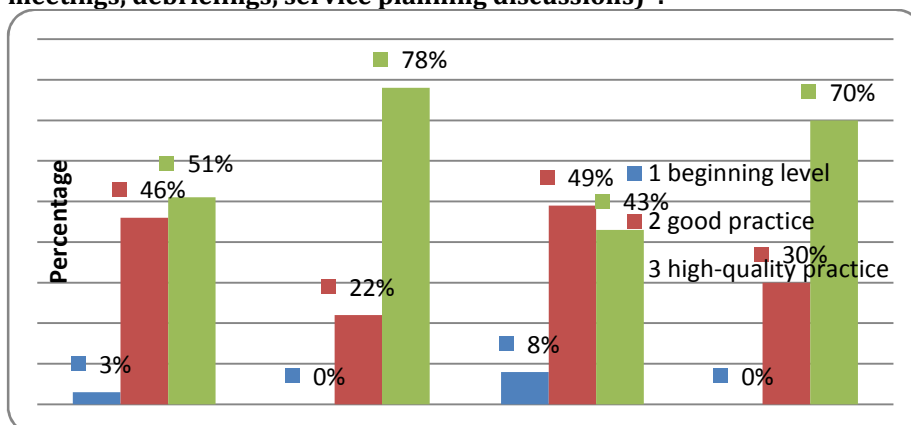
The third component explored whether the teacher worked closely with the child's parents and other professionals to learn more about the child through observations, checklists, etc. The charts below don’t reflect any particular dynamics; teachers demonstrated stable and quite high-quality practices (Chart 34).

Chart 34. To what extent do you agree with the following statement: “The educator works closely with parents and specialists to get more information about the child through their observations, using checklists?”



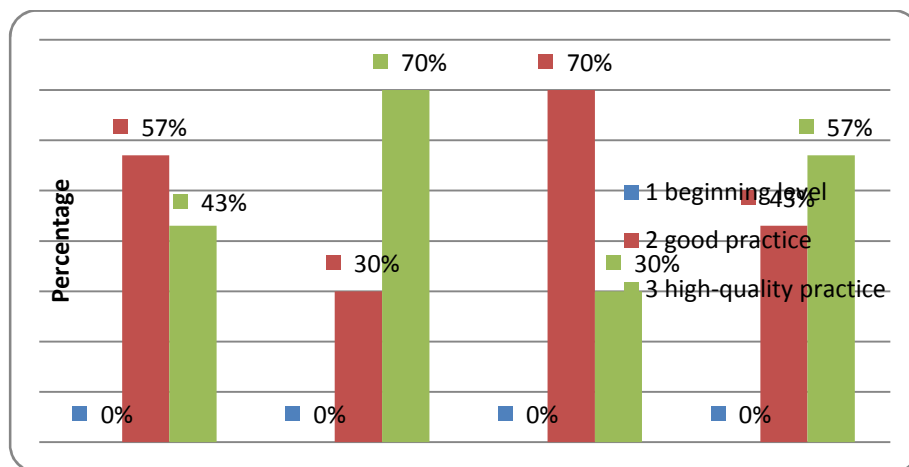
The fourth component focused on how closely the teacher worked with the child's parents and other professionals in analyzing the assessment results (e.g. informal meetings to share information, discussions to plan the required services, etc.). In September 2013, 3% of the regular teachers believed that they were at the beginning level, whereas the mentors considered 8% to be beginners. 46% of teachers reported good practice, and 51% - high quality practice. The mentors assessed these levels 3% lower, which is not a significant difference. At the end of the school year, positive changes in the performance were observed. Thus, 78% of the teachers believed that they demonstrated a good level of practice, while in the mentors' opinion this figure should be 70% (Chart 35).

Chart 35. To what extent do you agree with the following statement: "The educator works closely with parents and other specialists on interpreting the assessment results (e.g. informal information sharing meetings, debriefings, service planning discussions)"?



The fifth component examined how effectively the teacher helped children develop their skills for self-assessment and making decisions about their own learning and behavior based on clear and consistent criteria. In September 2013, 57% of the mainstream teachers rated their performance as good and 43% - as high-quality. At the same time, the mentors claimed that the ratio was 70% and 30% respectively. In May 2014, a positive trend became evident. 70% of the teachers reported high quality practice, while in the opinion of the mentors; it was true only for 57%.

Chart 36. To what extent do you agree with the following statement: "The educator assists children in becoming skillful at self-assessment and making decisions about their own learning and behavior based on clear and consistent criteria"?



The progress on the above quantitative indicators under *Key Outcome #1* and the data collection tools are presented in Table 1.

Table 1. Results of quantitative indicators

Indicators	Measures	Quantitative data
1.2. Number of teachers participating in the training	List of training participants	38 persons (21 persons participated in the introductory teacher training; 17 persons participated in the advanced teacher training for teachers).
1.3. Number of teachers participating in the distance course on Collaboration	List of participants participating in the course on Collaboration	34 persons (10 pre-school teachers and 24 primary school teachers).
1.4. Number of faculty teachers involved in the development and delivering the distance course on Collaboration	List of faculty members involved in the development and delivering of the distance course on Collaboration	5 persons (1 person from the Institute of Special Pedagogy and 4 persons from In-Service Teacher Training Institute).
1.5. Number of mentors trained	List of training participants	4 persons (from In-Service Teacher Training Institute).

Conclusions and recommendations:

1. The mainstream teachers tended to overestimate their level of knowledge and skills during the self-assessment process. Therefore, it is important to use an external evaluation of representatives of all target groups to develop a clear understanding of the actual outputs achieved within the project.
2. The comparison of the teacher self-assessment data and mentor observations revealed significant positive dynamics in the development of the relevant competencies by the teachers within one school year. This demonstrates the effectiveness of the training

methodology and approaches used to engage external professionals that were chosen by the project management.

3. The teachers mastered the practice of co-teaching together with the teachers from the special schools, specifically supportive teaching, parallel teaching, complementary teaching, and team teaching, which will help to create inclusive learning environment and ensure an effective approach towards student-centered educational approach for children with special educational needs.
4. During the project, the teachers developed and improved their competencies required to create inclusive learning environment, i.e. differentiated teaching, co-teaching, developing Individual Educational Programs, assessment, team approach, and communication skills.
5. The analysis of the teachers' questionnaire responses (*from October 2012 and May 2014*), teacher self-assessment data (*from September 2013 and May 2014*), and mentors' observation forms used during the observations of the teachers' practice (*from September 2013 and May 2014*) shows that the project achieved indicator 1.1. *"Developed competencies of the mainstream teachers to work in inclusive environment in partnership with the special teachers"*, as evidenced by qualitative and quantitative data.
6. The analysis of the participant lists from various training events, organized within the framework of the project, shows that indicators 1.2, 1.3, 1.4, and 1.5 have been achieved, as evidenced by the quantitative data presented in Table 1.

II. Key Outcomes #2. Developed competencies of special teachers to implement the inclusive curriculum in partnership with the mainstream teachers

The second expected outcome in the monitoring plan of the project envisaged *'Developed competencies of special teachers to implement the inclusive curriculum in partnership with the mainstream teachers'*. It comprised two indicators (qualitative and quantitative):

2.1. Level of competencies of special teachers (knowledge and skills) on implementing of inclusive curriculum;

2.2. Number of special teachers participating at the distance course on Collaboration.

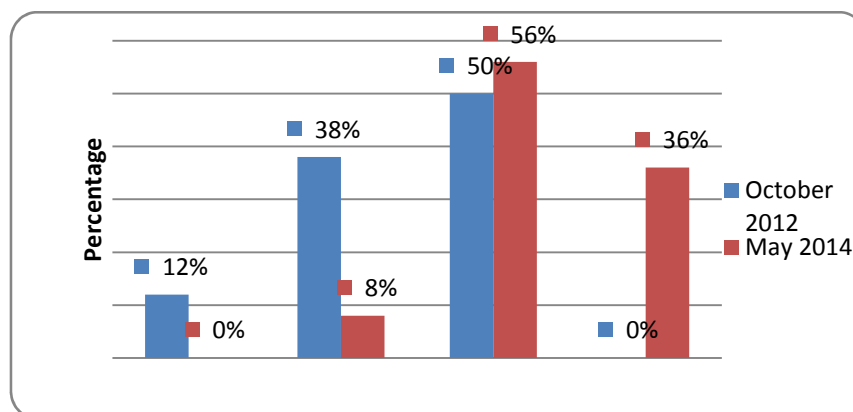
To measure the progress towards indicator 2.1. *'Level of competencies of special teachers (knowledge and skills) on implementing of inclusive curriculum'* a survey was conducted among special teachers engaged in the project. The data were collected in two rounds. During *October/December 2012*, 24 special teachers were surveyed, including: five teacher-defectologists (all involved from special schools); nine speech therapists (3 members of the mainstream schools and 5 involved from special schools); nine psychologists (all of them staff members of the mainstream schools); one deaf and dumb specialist (representative from secondary school # 233 in Kyiv). During *April/May 2014*, 25 special teachers participated in the survey, including seven teacher-defectologists (all involved from special schools); 8 speech therapists (2 staff members of the mainstream schools and 6

involved from special schools); 8 psychologists (all of them staff members of the mainstream schools); and 2 deaf and dumb specialists (representatives from secondary school # 233 in Kyiv).

The survey has been developed around the professional competencies, which teachersevaluated according to the scale from 1 to 4, where 1 meant the beginning of mastering the practice, and 4 – excellent level. The survey form consisted of six sections intended to demonstrate the level of the teachers' mastery of the relevant competencies at the start and at the end of the project: differentiated teaching practice; co-teaching; developing of Individual Education Program (IEP); assessment, teamwork, and positive communication skills. The questions within those six sections were organized according to the Bloom's taxonomy, which allowed to measure teachers' competences at all levels of their development: knowledge, comprehension, application, analysis, synthesis, and evaluation.

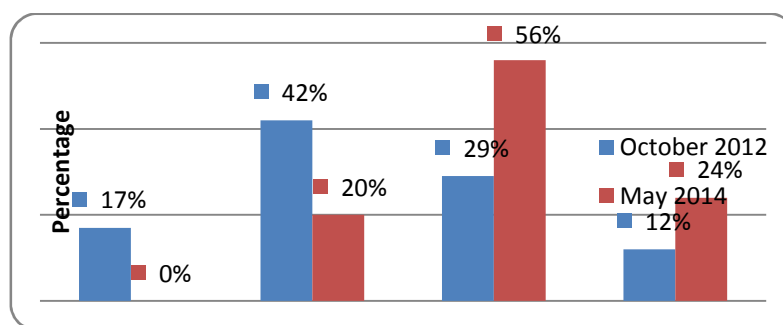
At the beginning of project implementation only 50% of special teachers noted that they could confidently describe differentiated teaching practices; 38% had knowledge below average; and 12% were beginners. At the end of the project 36% respondents believed, they had excellent knowledge of this subject, while 56% evaluated their knowledge as very good (see Chart 37).

Chart 37. To what extent do you agree with the following statement: "I can describe the practices of differentiated teaching" (where 1 - the beginning of mastering the practice and 4 - excellent level)?



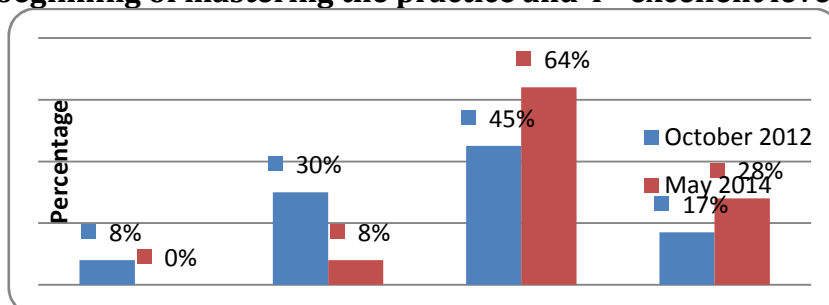
In October 2012, almost 60% of the respondents reported a low level of differentiated teaching practice (17% – '1' and 42% – '2'). In the second survey, 80% of the special teachers indicated a high level of mastering the differentiated teaching practice and the potential to improve it further (Chart 38), which was a significant achievement of this project. This means that children with special educational needs (SEN) can benefit from a student-centered approach in the course of their learning.

Chart 38. To what extent do you agree with the following statement: “I can use and improve the practices of differentiated teaching” (where 1 - the beginning of the mastering the practice and 4 - excellent level)?



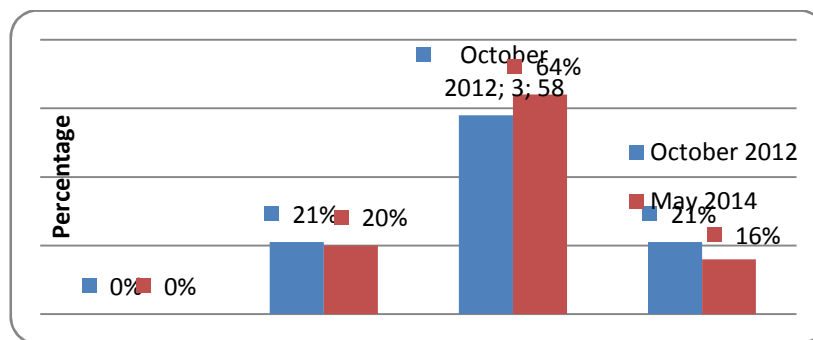
Whereas in the initial survey almost 40% of the respondents could not identify the factors that influence differentiated teaching practice in class, at the end of the project 92% of the special teachers were able to do it (see Chart 39).

Chart 39. To what extent do you agree with the following statement: ‘I can identify factors, which affect the practices of differentiated teaching at the classroom level’ (where 1 - the beginning of mastering the practice and 4 - excellent level)?



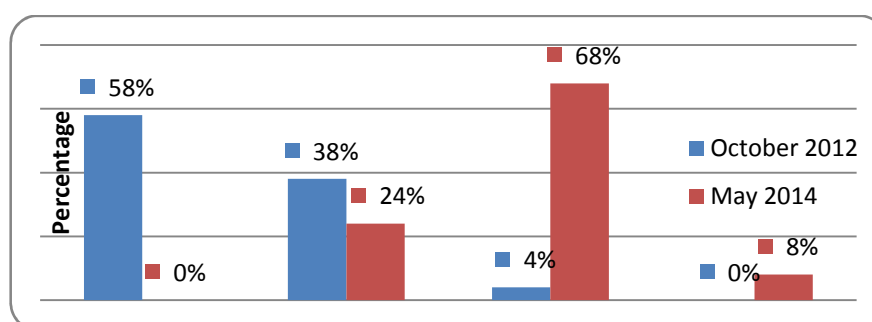
Compared to the above findings showing a major progress between the start and end of the project, the data on the special teachers’ self-evaluated strengths and weaknesses in using differentiated teaching practices from October 2012 and May 2014 (Chart 40) look rather odd, with difference between them being quite small, not more that 1-5%. It may be suggested, that in this case the data reflect the specific nature of special teacher’s work, with its main focus on certain individual needs of a student with SEN.

Chart 40. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of differentiated teaching”(where 1 - the beginning of the practice and 4 - excellent level)?



One of the key project objectives was to share the relevant knowledge with the special teachers and help them develop the competencies to implement co-teaching practice. In October 2012, nearly 60% of the respondents couldn't describe the core elements of co-teaching practice, and 40% had a vague idea about it. As shown in Chart 41, in May 2014 the picture changed dramatically: 68% of the special teachers stressed that they had very clear understanding and 8% reported having excellent skills in this area.

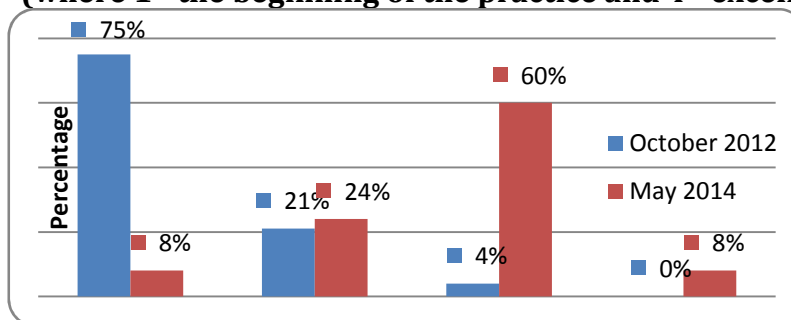
Chart 41. To what extent do you agree with the following statement: "I can describe the main elements of co- teaching" (where 1 - the beginning of the practice and 4 - excellent level)?



Though 96% of the respondents didn't have the skills to use co-teaching practices when the project commenced, at the end of it 68% of the special teachers were using and improving their co-teaching practice, working in a productive collaborative relationship with a mainstream teacher (see Chart 42).

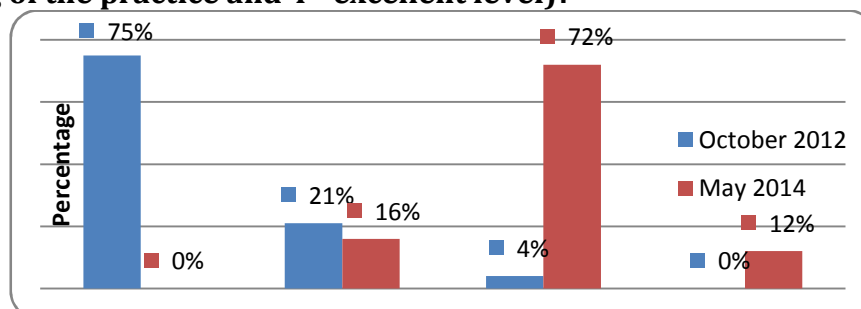
It should be pointed out, that the data given in Charts 5 and 6, which reflect the changes in special teachers' knowledge and competency development in relation to co-teaching practice, indicated that 24% of the respondents had an average level (second point on the self-evaluation scale) in May 2014. This may be explained by staff turnover among special teachers in the course of the project and, consequently, by the fact that these educators were engaged in the learning process and joined the project after October 2012.

Chart 42. To what extent do you agree with the following statement: “I can use and improve the practice of co-teaching (when regular teacher works together with the special teacher)” (where 1 - the beginning of the practice and 4 - excellent level)?



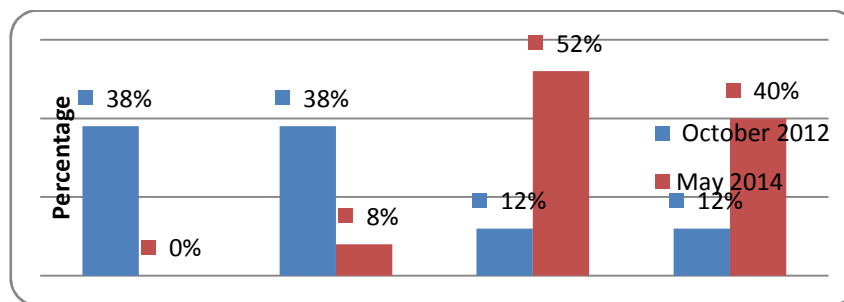
At the beginning of the project, 75% of the respondents noted their inability to assess own strengths and weaknesses in implementing co-teaching practice, which seemed understandable, given that they were not familiar with the concept and did not apply it. At the end of the project, 90% of special teachers were able to identify both gaps in their co-teaching practice as well as successes – an achievement, that may be considered an illustrative result of the project (see Chart 43).

Chart 43. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of co- teaching” (where 1 - the beginning of the practice and 4 - excellent level)?



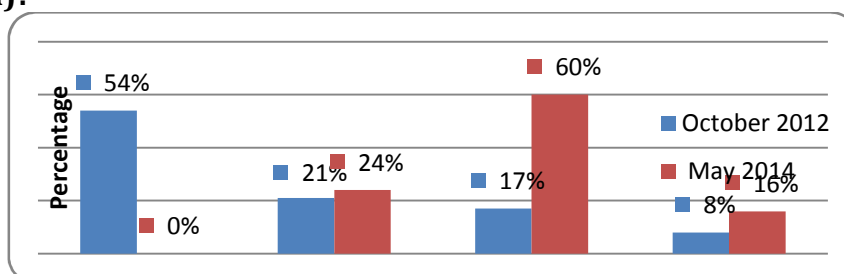
Another important objective was to help special teachers acquire the competency to design an Individual Education Program (IEP) to work with a child with SEN and implement it in daily practice. While in October 2012 only 24% of the respondents were able to describe the key components of the IEP, in May 2014, 96% were well grounded in this topic (see Chart 44).

Chart 44. To what extent do you agree with the following statement: “I can describe the main components of IEP” (where 1 - the beginning of the practice and 4 - excellent level)?



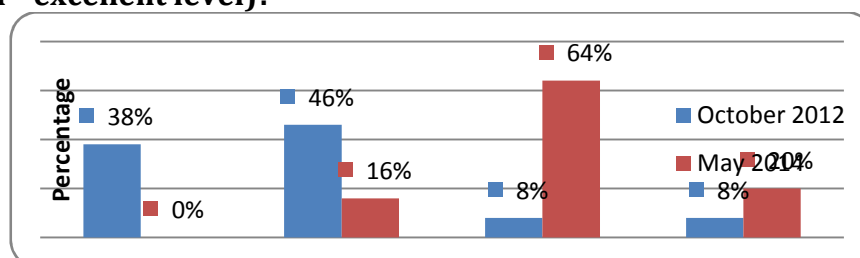
It is also indicative, that at the start of the project 25% of the special teachers involved used IEP in their work with children with SEN, while in the end of the project this number increased to 76% (see Chart 45).

Chart 45. To what extent do you agree with the following statement: “I can develop IEP according to the procedure, reviewing it on the regular basis, clarifying and identifying the goals and objectives for the child” (where 1 - the beginning of the practice and 4 - excellent level)?



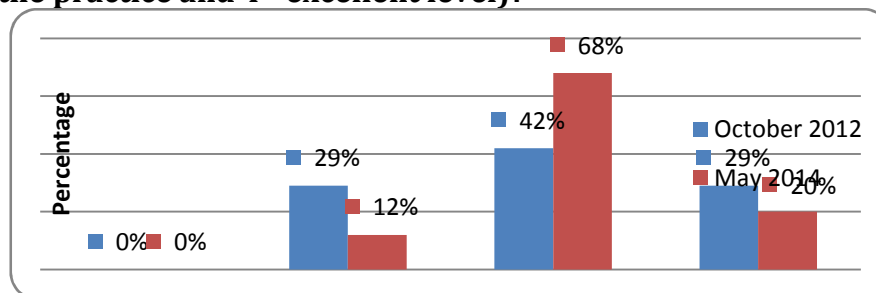
Additionally, 84% of the special teachers became aware of their strengths and weaknesses in designing IEPs.

Chart 46. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during developing IEP” (where 1 - the beginning of the practice and 4 - excellent level)?



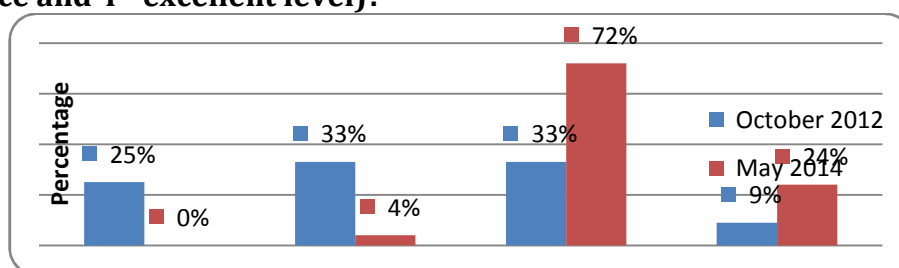
Assessment of learning achievements of students with SEN is another highly important and rather complex issue. In October 2012, 70% of the respondents believed that they were knowledgeable enough to describe the main components of ‘assessment’ practice. In May 2014, 90% reported having such knowledge (see Chart 47). We would suggest that at the initial stage of the project the participants had a different understanding of this concept.

Chart 47. To what extent do you agree with the following statement: “I can describe the main components of the assessment practices in the inclusive classroom” (where 1 - the beginning of the practice and 4 - excellent level)?



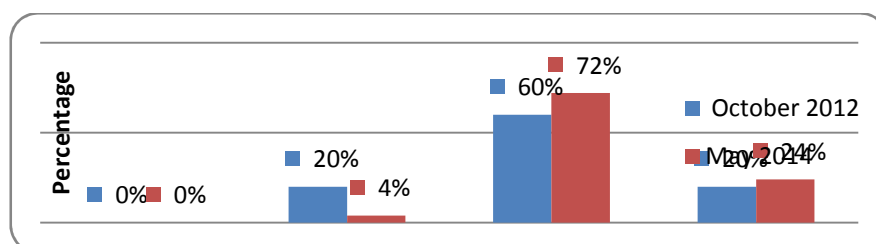
As the findings from the special teachers’ self-assessment suggest, at the beginning only 42% of them were able to use and improve the practice of assessment in designing IEPs, whereas at the end of the project the number of the respondents who received these skills increased to 96% (see Chart 48).

Chart 48. To what extent do you agree with the following statement: “I can use and improve the assessment practices during development of IEP” (where 1 - the beginning of the practice and 4 - excellent level)?



Though to a less extent, positive dynamics may also be observed in the special teachers’ skills to design more effective learning activities for children that allow for their increased participation in classroom (see Chart 49).

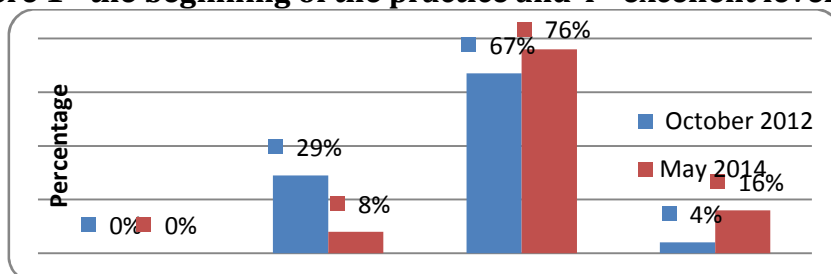
Chart 49. To what extent do you agree with the following statement: “I can develop more effective kinds of activities for children, which would increase their participation in the educational process” (where 1 - the beginning of the practice and 4 - excellent level)?



A vital aspect of teaching and learning in inclusive education environment is the teamwork between special teachers with the mainstream teachers. At the beginning of the

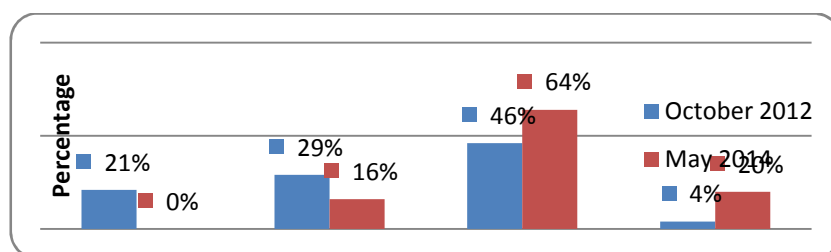
project, 70% of the special teachers were able to specify the difference between the team approach and the traditional organization of support for the child, and in the end of the project, 92% of the special teachers were knowledgeable on this subject (see Chart 50).

Chart 50. To what extent do you agree with the following statement: “I can describe the difference between the team approach and the traditional organization of support of the child” (where 1 - the beginning of the practice and 4 - excellent level)?



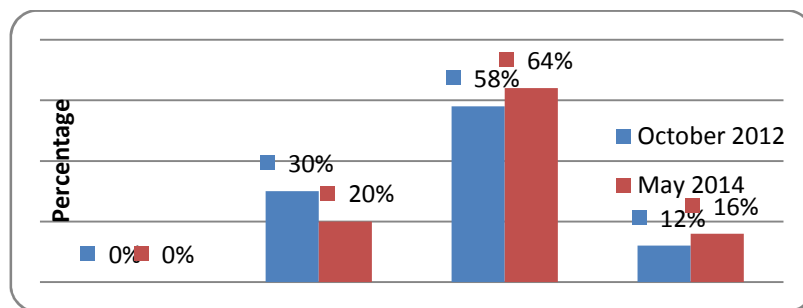
Positive dynamics was evident in the special teachers' skills to participate in the teamwork with the mainstream teachers. At the start of the project, 50% of special teachers were able to do it, whereas in the end 84% reported a good level of such competencies (Chart 51).

Chart 51. To what extent do you agree with the following statement: “I can develop more effective approaches to the team work” (where 1 - the beginning of the practice and 4 - excellent level)?



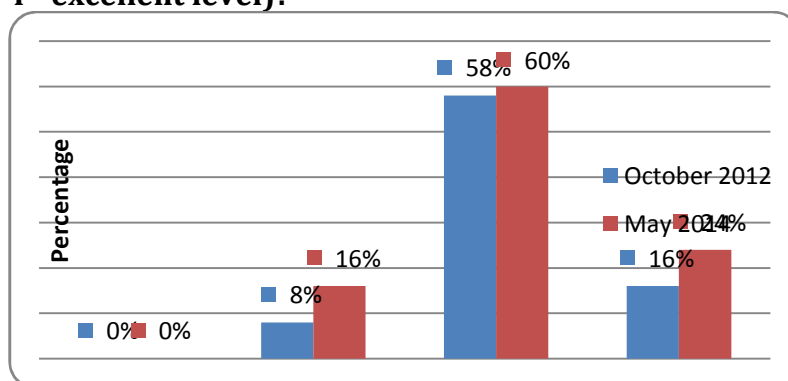
Although not to a significant degree, but the project participants among the special teachers improved their skills to evaluate both strengths and weaknesses of using the practices of the team approach (see Chart 52).

Chart 52. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of team approach” (where 1 - the beginning of the practice and 4 - excellent level)?



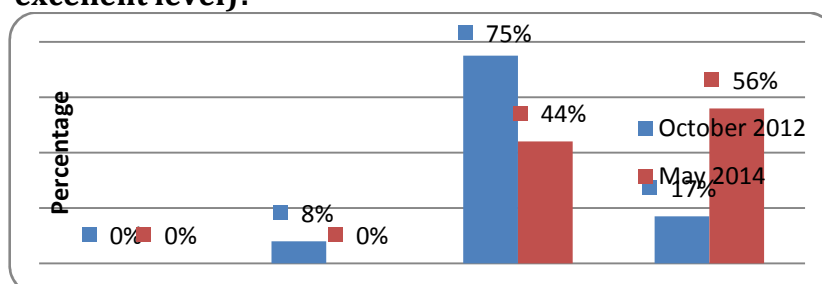
Another question on the survey was focused on the positive communication skills of the special teachers. At the beginning of the project, 76% of the respondents noted an adequate level of knowledge and skills to describe the main elements of positive communication practices. In the end of the project that number increased to 84% (see Chart 53).

Chart 53. To what extent do you agree with the following statement: “I can describe the main elements of the practice of positive communication” (where 1 - the beginning of the practice and 4 - excellent level)?



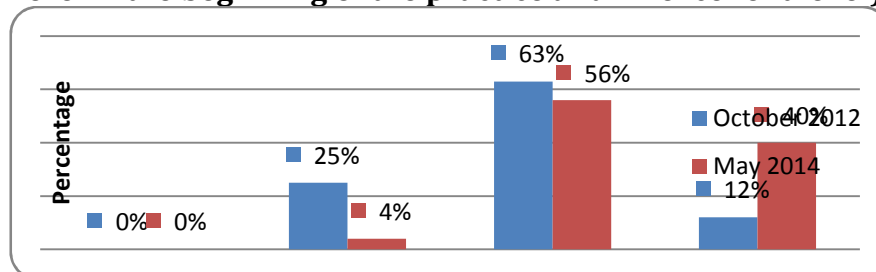
Positive dynamics can be observed in the level of skills to use various data collection techniques to identify communication challenges and maintain positive communication skills based on the received data. While in October 2012, 17% of the respondents highly evaluated themselves on this issue, in May 2014 their number increased to 56% (see Chart 54).

Chart 54. To what extent do you agree with the following statement: “I can use different forms of data collection to identify the problems in communication and to support the positive communication based on collected data” (where 1 - the beginning of the practice and 4 - excellent level)?



Besides, participants learnt to evaluate own strengths and weaknesses in using interventions to respond to behavior challenges. That indicator increased from 75% to 96% (see Chart 55).

Chart 55. To what extent do you agree with the following statement: “I can identify my own weaknesses and strengths during using the practices of intervention to behavior problems” (where 1 - the beginning of the practice and 4 - excellent level)?



To measure the indicator 2.2 'Number of special teachers participating at the distance course on Collaboration', we used the List of participants participating at the course on Collaboration. It shows that the training was provided to 24 professionals including 4 psychologists working at the regular pre-schools, 5 special teachers of the special schools, 6 psychologists working at the regular schools, 6 special teachers working at the special schools, and 3 speech therapists working at the local educational authorities.

Conclusions and recommendations

1. The analysis of self-assessment data from special teachers indicated that their level of knowledge and competencies, such as differentiated teaching practice, co-teaching, development of Individual Education Programs, assessment strategies, team approach, and positive communication skills, were improved significantly thanks to the project.
2. The project coordinators should pay attention to the challenges that the special teachers from special schools encountered during their practice of co-teaching, e.g.: not enough time for collaborative planning; lack of knowledge about active teaching and learning strategies, which prompted them to focus on intervention activities; little awareness about other children without SEN, because they tended to concentrate only on the one child they were supporting.
3. The issue of assessment of children with SEN is one of the primary research areas of the National Academy of Pedagogical Sciences of Ukraine. Therefore, the project made a strong contribution to the development of assessment strategies within inclusive education in the country by providing methodological guidance and examples of practical implementation.

4. Based on the qualitative and quantitative data it may be concluded that the project fully met both indicators i.e. 2.1. *‘Developed competencies of special teachers to implement the inclusive curriculum in partnership with the mainstream teachers’* and 2.2 *‘Number of special teachers participating at the distance course on Collaboration’*.

III.	Key Outcomes	#3.
	Developed competencies of the mainstream school directors to develop inclusive educational environment based on the whole – school approach	inclusive

According to the monitoring plan, the third expected outcome of the project was *“Developed competencies of the mainstream school directors to develop inclusive educational environment based on the whole-school approach”*. It included three indicators:

- 3.1. Level of competencies of mainstream school directors to provide the special support to the children with disabilities in the inclusive classrooms.
- 3.2. Level of competencies of mainstream school directors to use inclusive approach to the school development planning process.
- 3.3. Level of competencies of mainstream school directors to develop inclusive development plan.

Survey was conducted among school directors, who participated in the project implementation to measure the level of achieving of indicator 3.1 *“Level of competencies of mainstream school directors to provide the special support to the children with disabilities in the inclusive classrooms”*. The data were collected four times – beginning and the end of the 2012/2013 and 2013/2014 academic years; i.e. to have idea of the needs in specialists’ involvement in work with children with special educational needs (SEN) (Chart 56, Table 2).

Chart 56. Provision by specialists

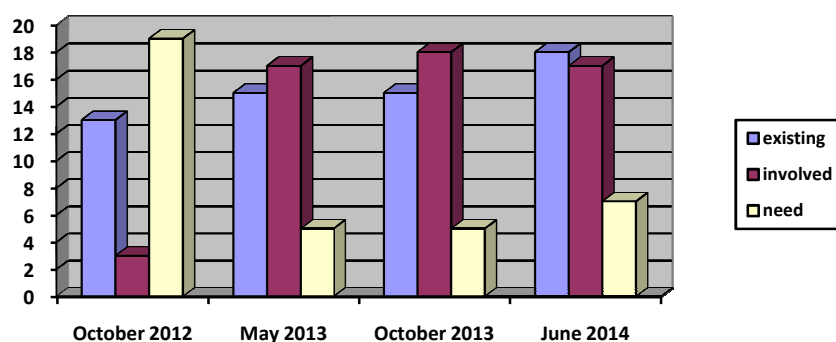


Table 2. Types of the specialists

October 2012							
	TA	TD	ST	PS	RH	DDS	MW
Existing	2		2	8		1	
Involved			3				
Need of	4	9	4	1			1
May 2013							
Existing	2		2	9		1	1

Involved		9	7			1	
Need of	4						1
October 2013							
Existing	4		2	8		1	
Involved		8	6		1		3
Need of	4				1	1	
May 2014							
Existing	5	1	3	8		1	
Involved		7	5		1	1	3
Need of	3				2		2

TA – teacher assistant	TD – teacher-defectologist	ST – speech therapist	PS – psychologist	RH – rehabilitator	DDS – deaf and dumb specialist	MW – medical worker
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The table reflects chronologically the process of different specialists' involvement in work with children with SEN for each of the eight educational establishments, engaged in the project, as represented in *Appendix No.1* to this paragraph.

We can observe following tendencies based on this data:

- There is a quite big need in teachers assistants, which cannot be provided by the involved specialists from the special school – in the beginning of the project the need in teacher assistants was 4 teacher assistants and it decreased to 3 teacher assistants, although the provision by the teacher assistants increased from 2 to 5 teacher assistants;
- There is quite good provision by the school psychologists – about 8-9 psychologists were in the inclusive schools all the time;
- There is rather big need in teachersdefectologists and speech therapists who were involved from the special schools – 9 teachers defectologists and 7 speech therapists, in addition to the existing speech therapists.

The obtained data prove the fact that school directors were able to involve 24 out of 27 necessary specialists, which is 89% of meeting the planned needs.

Number of children with SEN increased from 41 persons (as of October 01, 2013) up to 63 persons (as of September 15, 2014), among them 22 children of pre-school age and 41 children of primary school age.

During the academic year, 11 children were withdrawn due to health state and 23 children were accepted. We may suppose that parents of children with SEN chose the very those inclusive schools because their school directors were able to provide additional support of appropriate specialists, who were able to provide children with SEN the proper services during educational process in the inclusive classrooms.

ChildrenwithSEN, who were involved in the inclusive classrooms, referred to the different group types of disabilities (Table 3) and required additional support of different specialists.

Table 3. Types of disabilities of children involved in the inclusive classrooms

Types of disabilities of children	As of October 1, 2013	As of September
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		15, 2014
Children with behavioral problems	2	4
Children with autism	3	6
Children with physical disabilities	5	9
Children with the delay of psychological development	8	6
Children with hearing impairments	11	19
Children with mental disabilities	12	9
Children with Down syndrome		4
Children with learning disabilities (complicated language disorders in complex with other disorders)		6

Project implementation monitoring results prove that school directors were able to assure various specialists' support for teachers working in inclusive classrooms, children with SEN and their parents (Table 4).

Table 4. Type of support specialists provided

Type of support	# of Responses			
	Specia lists as of 01.10. 12 (9 respon dents)	Specia lists as of 01.05. 13 (9 respon dents)	Specia lists as of 15.09. 14 (8 respon dents)	Specia lists as of 25.06. 14 (8 respon dents)
Participate in the development of IEPs together with teachers and parents	5	9	8	8
Review IEPs together with the teachers and parents	5	9	8	8
Provide special support to children with disabilities during extracurricular time	9	4	8	8
Provide special support to children with disabilities during classroom activities	2	5	5	8
Participate in conducting activities for children/lessons jointly with the teacher	0	2	2	8
Provide consultations to parents				
Based on the school	3	4	8	
Beyond the school (examples: special school)*	0	2	6	

*privately, on the basis of PMPC, on the basis of RC, in children's polyclinic

The data given in the above mentioned table prove certain dynamics in providing various support from the specialists of specified target groups, which gained stable development. School directors stated in open questionnaire comments on co-teaching of teachers and special teachers: "full-time employees of educational establishment

(psychologists, speech therapists) are active participants of co-teaching”, “invited specialists from special schools use co-teaching practice from time to time”.

To measure the level of achieving of indicator 3.1., it was important to find out how school directors determined the main achievements of their schools in work with children with SEN, which challenges and difficulties they faced and what kind of support they needed. The received data results have been put in comparative table according two academic years (Table 5).

Table 5. Main achievements and main challenges of the work with children with SEN, types of the needed support

2012/2013	2013/2014
Main achievements in the work with children with disabilities	
<ul style="list-style-type: none"> ➤ Positive changes in the development of children ➤ Positive changes in the school atmosphere: children became more careful and attentive to the needs of each other ➤ Parents of children with disabilities became more open ➤ Established partnership with the special school ➤ Mastered the practice of developing and implementing of individual educational programs, which has improved the quality of teaching. More teachers start to use the observations method as a part of the process of developing of individual educational programs ➤ Team work ➤ Enhancing the positive self-esteem of the children with disabilities ➤ More confident teachers because of the opportunity to get consultations on different issues 	<ul style="list-style-type: none"> ➤ Master co-teaching practice ➤ Team work/more mutual understanding and trust between team members ➤ Specialist (speech therapist) enabled quicker and more effective search/use of working methods with children including quicker IEP review/development ➤ Tutorial support from project consultants/ common planning of work
Main challenges in the work with children with disabilities	
<ul style="list-style-type: none"> ➤ Lack of teacher assistants ➤ There is still resistance from the parents of children without disabilities due to the fear teachers would pay less attention to their children ➤ Lack of practical experience of teachers to work with the children with disabilities within regular 	<ul style="list-style-type: none"> ➤ Lack of teacher assistants ➤ Remains an obstacle for efficient cooperation finding the time for working meetings with specialists, involved from other schools (the reason is not normalized relationships between schools, regardless of signing agreements on cooperation between regular and special schools, time

<p>inclusive environment</p> <ul style="list-style-type: none"> ➤ Lack of personnel or their time availability: in the majority of cases its difficult to schedule the work of the specialists 	<p>allocation for cooperation remains a problem)</p> <ul style="list-style-type: none"> ➤ State requirements for filling-in papers (need of keeping lots of records for recording teachers', assistants', specialists' activity; records are often doubled in different books) ➤ Keeping records in IEP takes lots of time. Probably it's useful to develop forms, which would make the planning process easier
Type of support needed	
<ul style="list-style-type: none"> ➤ More cooperation with the local educational authority ➤ Possibility to share the experience both the at national and international levels ➤ Teachers' professional development ➤ How to pay the teachers and specialists working as a team additional hours? ➤ IEPs for some children (children with Down syndrome, children with autism) require critical changes in the number of hours of curriculum – there is no mechanism how to re-structure these hours 	<ul style="list-style-type: none"> ➤ To continue mentoring support of teachers through observation of their practice, analysis of teacher's practice and co-planning with a mentor ➤ To continue school-based teachers' training ➤ To continue work with school administrations on their better understanding of inclusive practice ➤ Search of additional financial sources for specialists' payment ➤ To develop cooperation mechanisms of educational establishment and involved specialists and approve at the level of the Ministry of Education and Science of Ukraine

Conclusion. Analysis of the received information proves the fact that indicator 3.1. *“Level of competencies of regular school directors to provide the conditions for cooperation between mainstream and special teachers”* was completely achieved within the project, whereof quantitative and qualitative data prove.

To measure the level of achieving of indicator 3.2. *“Level of competencies of regular school directors to use inclusive approach to the school development planning process”*, and indicator 3.3 *“Level of competencies of regular school directors to develop inclusive development plans”*, the instrument of analysis of inclusive development school plans has been chosen. Inclusive development school plans were created by the school teams based on the results of self-assessment according to the materials of the Index for Inclusion.³

³ Index for Inclusion: developing play, learning and participation in early years and childcare. Tony Booth, Mel Ainscow and Denise Kingston. 2006©CSIE; Index for Inclusion: developing learning and participation in schools. Tony Booth and Mel Ainscow. 2000©CSIE

Eight plans of school inclusive development for 2013/2014 academic year, developed by the school teams, which underwent the proper training within the project, were received for the analysis.

Taking into consideration, that Index for Inclusion includes three directions: *“Creating inclusive cultures”*, *“Producing inclusive policies”*, *“Evolving inclusive practices”*, three criteria for analysis of the developed plans were determined:

- 1) whether training of school personnel and parents on inclusive education issues was planned;
- 2) whether it was determined what kind of institutional support schools need from the local educational authorities;
- 3) whether involvement of local community resources was provided.

Below there is a description of each plan separately and then demonstration their compliance with the specified criteria in the given table (Table 6).

I. EDUCATIONAL COMPLEX “BARVINOK”, KYIV CITY

Training for the school personnel and parents. Two seminars for teachers were planned in the section *“Evolving inclusive practices”*: “Development of individual educational programs for children with special needs” (22.11.2013) and “Development of Portfolio for children in inclusive classrooms” (09.03.2014). Meeting of inclusive classroom teachers with specialists of the Institute of Special pedagogy was foreseen to provide consultative help in work with children with SEN (in the period from 02.09.2013 till 31.05.2014).

In the section *“Creating inclusive cultures”* parents would be involved in running of the school initiative “Barvinok – 25” (01.11.2013), in organization of common holidays, entertainments, competitions for all school children (during the year). Discussions, seminars, trainings (during the year), a round table “Developing of parents’ competence through increasing of their knowledge on development of children with special needs” (27.04.2014) would be held for them. Parents would be responsible for preparation of materials about work with children with SEN for film creation (May 2014). In the section *“Evolving inclusive practices”* it was planned to involve parents to preparation of methodological recommendations for parents of children with SEN how to provide psychological and pedagogical support, education continuity and overall development of children personalities (02.09.2013 – 31.05.2014). Creation of club “Parents to Parents” was provided (02.09.2013 – 31.05.2014).

Institutional support. The section *“Producing inclusive policies”* included that school director would represent interests of children with SEN in social security authorities. In addition, quarterly informing of public authorities, civic organizations on success and problems of children with SEN was planned. Advocating for the issue on special teacher staffing in school (during 02.09.2013 – 10.01.2014) was provided in *“Evolving of inclusive practices”*.

Local community involvement. Parents were the main target group in the plan. The seminars for teachers of the city on inclusive education together with public organizations were planned for representatives of other community members (16.10.2013 – 14.12.2013).

II. EDUCATIONAL COMPLEX SCHOOL – KINDERGARTEN “DYVOSVIT”, LVIV CITY

Training for the school personnel and parents. The section *“Creating inclusive cultures”* included consultations for teachers on developing portfolio as an instrument of complex monitoring of children’s progress (December 2013), workshop “Children’s portfolio” (December 2013), a number of seminars on the following topics: “Inclusive education:

teaching and bringing up simultaneously”, “Education for everyone: inclusive approach”, “Creation of favorable emotional climate in establishment”, “How to develop respect between children, parents, relationships of partnership development” (during the year). A seminar “Help to children with autism disorders and other disturbances of psychophysical development” with involvement of representatives of Lviv special school “Dovira” (20.11.2013) and a round table “Increase of psychological and pedagogical competence of teachers on understanding the term “abilities” in description of children skills and knowledge” (April 2014) were planned in the section “Evolving inclusive practices”.

A training for parents with children`s participation “How to help a child with SEN”, providing consultations for parents “How to develop good habits”, “Child in a peers` team” (May 2014) were planned in the section “*Creating inclusive cultures*”.

Institutionalsupport. Not applicable.

Local community involvement.In the section “Evolving inclusive practices” it was planned to involve Head of Lviv regional organization “Disabled rehabilitation” in providing of audit of accessibility (January 2014) in the school. Organization of consultative center “We grow up a harmonious child” (help of teachers, methodologist, psychologist, medical workers to families) was provided.

III. SPECIAL SCHOOL “NADIYA”, LVIV CITY

Training for the school personnel and parents. Providing seminar with participation of project coordinator (date is not stated), workshop for teachers “Children`s portfolio” (October 2013), seminars for teachers on issues of creating individual education plans, developing portfolio of children with SEN (during the year), seminar for school psychologists (February 2014) were provided in section “Evolving inclusive practices”. A round table was planned to be carried out for parents (November 2013).

Institutionalsupport. Further lobbying of issue on additional position staffing for school: inclusive teaching coordinator, school psychologist, social pedagogue, speech therapist, recreation therapist was provided in the section “Creating inclusive practices”. Informing representatives of local authorities, public organizations on successes and problems of children with SEN (during the year) was planned in section “Producing inclusive policies”.

Local community involvement.Involvement of volunteers from NGO “Dovira” and Lviv Pedagogical College in delivering educational activities, aimed at preparation of children to work together with the children with special needs was planned in the section “Creating inclusive cultures”. Parents were planned to be involved in holding Welcome Days (December 2013, April 2014), organization of entertainments and educational activities with family and children involvement (during the year). It is important that parents and sponsors were involved in providing the informational - technological equipment (TV, multimedia projector, sensor board) in classrooms, where children with SEN are involved (August-September 2013) in section “Producing inclusive policies”.

Participation of representatives of the school in work of regional psychological-medical-pedagogical consultation (PMPC) during assessment process and recommending children with SEN to the special school “Nadiya”, development the plan of cooperation (once a year according to PMPC plan) were provided in section “Evolving inclusive practices”. Involvement of teachers from NGO “Dovira” for consultations with teachers (over the year)

and providing seminars together with Ukrainian Step by Step Foundation for teachers of the district, and the city on issues of inclusive education (over the year) was planned.

IV. SECONDARY SCHOOL No. 233, KYIV CITY

Training for the school personnel and parents. Training “Portfolio of a child with SEN”, training “Ways of conflict management”, lecture “Peculiarities of work with children with SEN”, and a round table “Peculiarities of work with children with SEN” (over the year) were provided to be carried out for teachers in the section “Creating inclusive classrooms”. Lectures “Co- teaching practice” (January 2014) and “Assessment of individual achievements of pupils” (over the year) were planned with participation of specialists from Institute of Special pedagogy and Ukrainian Step by Step Foundation.

Organization of psychological and pedagogical support of families of children with special needs was provided in the section “Creating inclusive cultures”: trainings for parents “My child is unique”, “Hyperprotection of children with special needs”, “Overcoming fear as a main barrier in upbringing of your child”, consultations and discussions with parents “How to teach a child to be independent”, “How to use children`s strengths and to develop them”, a round table “Peculiarities of adaptation and further socialization of children with special needs in school team” (over the year).

Institutionalsupport. Informing representatives of local authorities, public organizations on success and problems of children with SEN” (over the year) was planned in the section “Producing inclusive policies”. Deputy of Parliament Pyshnyi A.H. and representatives of Charity Fund “Feel” would be involved in advocacy for children`s interests in social welfare institutions. Involvement of representatives of education department of Obolon district, Kyiv city in common events: holidays, exhibitions, round tables, etc. (over the year) was provided in the section “Creating inclusive cultures”.

Local community involvement. Involvement of volunteers from Institute of Special Pedagogy, the National Pedagogical Drahomanov University, Hearing Rehabilitation Center “Avrora” in conducting of educational activities (in the beginning of academic year) was planned. The plan included carrying out the audit of school accessibility with further plan`s development with help of Ukrainian Step by Step Foundation (April 2014). Cooperation with representatives of public organizations “Avrora”, “SUVAH”, Ukrainian Step by Step Foundation was planned to involve the teachers, special teachers of schools and rehabilitations centers for consultations with teachers of inclusive education (over the year).

V. KHARKIV SECONDARY SCHOOL No. 124

Training for the school personnel and parents. Carrying out a training for school personnel “Culture of tolerance” with further development of methodological recommendations on tolerance and inclusive ethics development (October 2013) was provided in the section “Creating inclusive cultures”. Professional development of school teachers through delivering seminars: “Professional partnership and cooperation of general educational and special educational establishments” (October 2013), “Reaction to intervention: positive behavior reinforcement” (December 2013); “Conflicts in education. School mediation” (February 2014), “Possibility of using of Internet resources and modern ICT in educational process” (April 2014) were planned in the section “Creating inclusive cultures”.

Institutionalsupport. Not applicable

Local community involvement. Work of Parents club “Parents to Parents” (over the year) was planned in the section “Creating inclusive cultures”. Parents were also involved in the work of puppet theater “Sonechko” with participation of the children with special needs (over the year) and holding festival of children creativity “Dreams come true” (February – March, 2014).

VI. LVIV PRESCHOOL “BARVINOK”

Training for the school personnel and parents. Providing seminar “Inclusive education for children with special needs: existing practices and developmental prospects” (March 2014) was planned in the section “Creating inclusive cultures”. Development of manual for teachers “Methodological recommendations on organization of the educational process for children with special needs (introduction to inclusion)” and its presentation at pedagogical club (October 2013) and also carrying out video training “Development of professional skill” (February – March 2014) were planned in the section “Evolving inclusive practice”.

A round table “Building trustful relationships between parents and teaching staff” (November 2013) was planned in the section “Creating inclusive cultures”.

Institutional support. Not applicable

Local community involvement. Parents were involved in holding family holidays “Friendly family made varenyky” (October 2013), “Cossacks entertainments” (November 2013), “Merry sledges” (February 2014). Creation of “Ideas Bank” (exchange of ideas between parents and school administration): common planning and decision-making process on educational establishment (September – October 2013) was planned in the section “Producing inclusive policies”.

VII. COMPLEX NURSERY - KINDERGARTEN No. 93, KHARKIV CITY

Training for the school personnel and parents. A round table “Consideration and implementation of international experience on inclusion” (November 2013), seminar “Adapted education” (15.05.2014), workshop “A child’s workshop” (24.05.2014) were planned in the section “Creating inclusive cultures”. A seminar for psychologists of pre-schools of city districts on the topic “Peculiarities of psychological and pedagogical support for children with special needs at preschool educational establishment” (December 2013) was provided.

General teacher-parents meeting “Covering inclusion philosophy and discussion on teaching staff activities on creation of inclusive educational environment” (June 2014) was planned to be held. *Training for parents were not provided.*

Institutional support. Informing representatives of local authorities, public organizations on successes and problems of children with SEN while holding Welcome Days (over the year) was planned in the section “Producing inclusive policies”. Further lobbying of issue on additional position staffing for school: inclusive education coordinator, teacher assistant, social pedagogue, speech therapist, recreation therapist (over the year) was provided in the section “Evolving inclusive practices”.

Local community involvement. Involvement of volunteers from Kharkiv Humanitarian Pedagogical Academy in conducting educational activities aimed at development positive climate in children’s classroom (September – December 2013) was planned in the section “Creating inclusive cultures”. It was planned to create Parents’ club

“Parents to Parents”, to involve parents in entertainment and educational activities with involvement of families and children groups of different age (twice a year on Welcome Days).

VIII. BILA TSERKVA SECONDARY SCHOOL No. 15

Training for the school personnel and parents. A round table “Creation of preconditions for providing integrated services for children with special needs” (26.03.2013), seminar “Implementation of differentiated teaching approach in the inclusive classrooms” (11.04.2013), practical activities “Portfolio of a child with special needs” (03.06.2013) were planned in the section “Evolving inclusive practice”. *Parents teaching was not provided.*

Institutional support. Not applicable

Local community involvement. Informing of the local community on organization of volunteer movement to support school promotional events in favor of inclusive education with involvement of volunteers from BilaTserkva Humanitarian Pedagogical College (speaking on radio) (till 01.09.2013) was provided in the section “Creating inclusive cultures”. Involvement of teachers from Educational - rehabilitation center “Shans” in consulting with teachers of inclusive classrooms (over the year) was planned. Creation of club “Parents to Parents” was provided for parents (over the year).

Table 6. Correspondence of school development plans with the specified assessment criteria (+ /yes, - /no, +(-)/ not enough)

#	Name of educational establishment	Training for the school personnel	Training for parents	Institutional support	Local community involvement
1.	Educational complex “Barvinok” (Kyiv city)	+	+	+	+
2.	Educational complex “Dyvosvit” (Lviv city)	+	+	-	+
3.	Specialized school “Nadiya” (Lviv city)	+	+(-)	+	+
4.	Secondary school No.233 (Kyiv city)	+	+	+	+
5.	Secondary school No.124 (Kharkiv city)	+	-	-	+
6.	Pre-school “Barvinok” (Lviv city)	+	+(-)	-	+
7.	Pre-school No. 93 (Kharkiv city)	+	-	+	+
8.	Secondary school No.15 (BilaTserkva city)	+	-	-	+

Conclusions and recommendations

1. All school directors, who were involved in the process of development of the inclusive school development plans, included as an obligatory component training for the school personnel. The number of seminars, round table discussions, training as well as their

topics differ according to each of the school. It allows to make a conclusion that teacher training (professional development) is critical in helping teachers to meet different needs of children.

2. However, not every school director planned the training for parents (three plans did not have any training for parents, two plans had only one training activity, which is not enough for establishing cooperation and providing quality inclusive environment). Parents are the main target group in the process of inclusion of children with special needs in classroom environment. Therefore, there is a definite need to provide training for parents based on the schools. Project coordinators should draw the attention of the school directors to it.
3. Half of the school directors did not plan any institutional support from the local authorities. It can be the evidence that school directors do not expect any kind of support from their local authorities due to the lack of funding of the schools. Another half of the school directors expected and planned to receive the following support from the local authorities:
 - Lobbying the issue of introducing additional positions to the school staff: school coordinator on inclusive education, teacher assistants, social pedagogue, speech therapist, rehabilitator;
 - Informing the local authorities, public organizations on the successes and challenges in the process of involving children with special needs into regular educational environment;
 - Advocating for children's interests in the bodies of social protection involving the deputies (representatives of the parliament).
4. During the planning process, all school directors planned the involvement of local communities. It is important to mention the main emphasis was made on the parents of children with special needs. There were two directions of engagement of parents of children with special needs: involvement parents to the conducting of different activities and organization of the "Parents to Parents" club. However, school directors should know and involve all existing resources in the local communities (administrative, financial, human resources). There wasn't evidence of involvement of any local business entrepreneurs or business companies, which are also the members of local communities and can provide necessary support. Only four out of nine schools involve volunteers, although volunteers are the very powerful resource and existing experience in the country proves it.
5. Analysis of the school plans of inclusive development, based on the results of self-assessment of the school according to the materials of the Index for Inclusion, demonstrates that indicator 3.2. "Level of competencies of regular school directors to use inclusive approach to the school development planning process" and indicator 3.3. "Level of competences of regular school directors to develop inclusive development plans" are achieved within the project activities, which is proved by the qualitative data.

IV. Key Outcomes #4: Changes in the national and/or local policies to support inclusive education practices in terms of support of regular teachers

According to the monitoring plan, the fourth key outcomes included the number and character of the changes in the national and local policies to support inclusive education practices in terms of support of mainstream teachers working in inclusive environment in partnership with the special teachers.

To measure this outcome we conducted analysis of changes in legislation as well as analysis of the reports of the pilot schools.

The results of the analysis are provided below.

I. Changes in national policies

Following legislative documents related to the provision of additional (special) support to inclusive schools, which have been adopted during the project's realization period (September 2012 – March 2015) were following:

1. Letter of the MoES #1/9-1 of 02.01.2013 “On identification of the tasks of the psychological service in the educational system within inclusive education”.
2. Order of the MoES #768 of 14.06.2013 “On approval of the plan of actions regarding the provision of the right to education of children with special educational needs, including children with disabilities”.
3. Letter of the MoES #1/9-479 of 08.07.2013 “On the activities of the psychological service in 2013/2014 school year”.
4. Order of the MoES #1034 of 23.07.2013 “On approval the actions to provide inclusive education in the pre-school and secondary schools for the period till 2015”.
5. Letter of the MoES № 1/9-539 of 08.08.2013 «On organizational and methodological conditions for providing the right for education for children with special needs”.
6. Law of Ukraine #1324-VII of 05.06.2014 “On introducing changes to some of the Laws of Ukraine on Education regarding organization of inclusive education”.
7. Resolution of the Parliament of Ukraine #96-VIII of 13.01.2015 “On Recommendations of the Parliament hearings “Education, health protection and social protection of children with disabilities: problems and ways of their solutions”.

We can state that above changes have been introduced as indirect result of the project realization: project director and project coordinator directly participated in the working group, which developed these documents, and used experience related to the project.

Below there is brief description of the character of changes included in the above documents.

1. Letter of the MoES #1/9-1 of 02.01.2013 “On identification of the tasks of the psychological service in the educational system within inclusive education”

That document described the changes to the tasks of school psychologists and social pedagogues because of their work in inclusive educational environment, in particular in developing individual educational plan, adaptations and modifications and others.

2. Order of the MoES #768 of 14.06.2013 “On approval of the plan of actions regarding the provision of the right to education of children with special educational needs, including children with disabilities”

This document was developed because of intersectoral working meeting, which took place in April 2013 and included list of actions, which different agencies had to provide to support children with disabilities. Among those actions were the following:

- To purchase the special buses for children with disabilities;

- To provide the physical access to the educational establishments of different types (pre-school, secondary school, extra curricula);
- To establish co-operation between educational authorities, health protection and social authorities to timely identify children with disabilities and to provide them necessary support.
- To improve the quality of the work of the network of the central and district psychological, medical and pedagogical counseling;
- To develop agreements between the special schools, educational rehabilitation centers and inclusive schools regarding providing consultative work to the teachers and special support to the children with special needs.

It was the first time the issue of cooperation between the special and inclusive schools was included in the action plan of the Ministry of Education.

3. Letter of the MoES #1/9-479 of 08.07.2013 “On the activities of the psychological service in 2013/2014 school year”.

The letter was developed to introduce new tasks of the school psychologists and social pedagogues related to the development of inclusive education, in particular their participation in the development of individual educational programs for children with disabilities. The letter described the role of the school psychologists in the process of development of IEP, which included providing the information to the team members on the level of cognitive development of a child and its correlation with the age, social-emotional development and other individual characteristics.

4. Order of the MoES #1034 of 23.07.2013 “On approval the actions to provide inclusive education in the pre-school and secondary schools for the period till 2015”

The Order included a number of actions to provide inclusive education in the pre-schools and secondary schools for the period till 2015, among them:

- To develop the necessary legislative documents at the level of pre-school;
- To introduce changes to the regional developmental programs to include inclusive education;
- To provide additional (special support) to children with disabilities through partnership between inclusive and special schools;
- To engage to inclusive schools students from pedagogical colleges, parents, other volunteers.

5. Letter of the MoES № 1/9-539 of 08.08.2013 «On organizational and methodological conditions for providing the right for education for children with special needs”

The Letter was adopted before 2013/2014 school year and included following important tasks:

- To develop in each region the data bank about children with special needs and to update it annually;
- To establish cooperation between local educational authorities, health protection and social protection authorities to identify the children with disabilities at early stage and to provide them necessary support;

- To establish cooperation between psychological-medical-pedagogical consultations and inclusive schools;
- To provide additional (special) support in the process of education of children with special educational needs;
- To provide additional (special support) to children with special needs by the specialists from the special schools and/or educational-rehabilitation centers based on the agreements on cooperation.

Last task about possibility of involvement specialists from the special schools based on the agreements between the schools provided legislative basis, but did not suggest any practical mechanisms of such issues, as payment to the special teachers, the number of their working hours etc.

6. Law of Ukraine #1324-VII of 05.06.2014 “On introducing changes to some of the Laws of Ukraine on Education regarding organization of inclusive education”

The law introduced some changes to the existing laws on pre-school and secondary education. One of the most important changes was the declaration of the possibility to organize inclusive classrooms in the pre-school. Similar possibility for the primary and secondary schools was introduced in 2011.

That law also emphasized the importance to provide education and care for children with disabilities according the principles of inclusive education.

7. Resolution of the Parliament of Ukraine #96-VIII of 13.01.2015 “On Recommendations of the Parliament hearings “Education, health protection and social protection of children with disabilities: problems and ways of their solutions”

That Resolution was adopted because of Parliament hearing, which took place in June 4, 2014, where the representatives of Ukrainian Step by Step Foundation participated and presented their vision of the challenges in a sphere of inclusive education.

The Resolution indicated both positive results in providing services to children with disabilities and their families and problems, existing in a field of education, health protection and social policy. Among recommendations, listed in the Resolution, which should solve identified problems, was recommendation to the Cabinet of Ministers of Ukraine to provide the integration of services for children with disabilities from birth till 17 years old and cooperation between educational, health protection and social policy authorities. Another recommendations were to the MoES to introduce the position of the social worker to the inclusive schools, to include the issue of education of children with disabilities into training programs of special teachers and special psychologists. It was nothing mentioned about the training of regular teachers.

II. Changes in the policy of the pilot schools

The changes at the school level have been provided in the following aspects: 1) changes in the schools` by-laws; 2) orders of the school administrations; 3) changes in the job descriptions; and 4) changes in the process of school planning and the school plans. Below there is a brief description of these changes.

1. Changes to the schools by-laws

In all project mainstream schools' by-laws (2 pre-schools, 2 complex, 4 primary schools), the changes have been introduced, which declared inclusive education as one of the main directions of the schools' work.

2. *Orders of the school administrations*

In all cases, the orders of the school administrations have been issued according to the changes in the school by-laws, which included the order on co-operation with the special school (s)/ERCs; the order on organization of the inclusive classrooms, which indicated the names of the teacher and teacher assistant, the number of children.

As a results of those orders, theAgreements between the project mainstream and special schools/other agencies have been made.

3. ***Changes in the job descriptions of the following positions:*** teacher assistants, school psychologists, classroom teachers, social pedagogues and speech therapistshave been made at the school level to extend their responsibilities because of the inclusive education. Additional responsibilities were related to such practices, as team-work (assessment of the child, participation at the meetings, planning of IEP, joint responsibility for IEP's implementation).

4. *Changes in the process of school planning and the school plans*

Because of the using the materials of the Index for Inclusion, the process of developing the school plans as well as the school plans themselves has been changed: during the first year inclusive development plan was developed according to the materials of the Index for Inclusion as a separate plan, while during the second year inclusive development plan was integrated in the annual school plan.

Conclusions:

- Project implementation provided more knowledge and practical experience of implementation of the inclusive education model, which allowed seeing the existing possibilities as well as obstacles at the level of practice and legislation.
- Gained knowledge and practical experience was used by the project representatives, in particular project director and project coordinator, in the working groups on legislative issues and shared that experience with the policy makers – representatives of MoES, Parliament Committee on Education, and others.
- Because of this (direct and in-direct) numerous changes have been introduces at the level of national legislation. It was also influenced by the change of the government in 2014 (pro-democratic).
- The changes at the level of national legislation provided the need and possibility to develop and introduce the changes at the school levels.
- All of the mentioned above provided a good experience and an understanding of the missing documents, which are already planned to develop (f.e. changes to the Statement on the Special Schools and others.)

GENERAL CONCLUSIONS AND RECOMMENDATIONS

- The monitoring data and evaluation results testify the key project results have been achieved successfully, including the following: 1) developed competencies of the mainstream teachers to work in inclusive environment in partnership with the special teachers"; 2)developed competencies of special teachers to implement the inclusive

curriculum in partnership with the mainstream teachers; 3) developed competencies of the mainstream school directors to develop inclusive educational environment based on the whole-school approach; and 4) changes in the national and/or local policies to support inclusive education practices in terms of support of regular teachers.

- The comparison of the teacher self-assessment data and mentors' observation results revealed significant positive dynamics in the development of the relevant teachers' competences within the project activities, which demonstrates the effectiveness of the training methodology and approaches used to engage external professionals.
- During the project period, teachers of inclusive classrooms developed and improved their competencies required to create inclusive learning environment, differentiated teaching, implementing co-teaching practice, developing of individual educational programs (IEP) use inclusive assessment strategies and positive communication skills.
- Not only teachers of inclusive classrooms develop and improve their competences to work in the inclusive learning environment, but also about 35 specialists involved in the project, developed their competences to work in inclusive environment in partnership with the mainstream teachers significantly.
- However, the new teaching practices, introduced within the project, which included joint planning, participation in the development of IEP and further review it, co-teaching and others require not only relevant teachers' skills, but also the support from school administrations both at the level of practice and policy.
- All school directors, involved in the development of the inclusive school development plans, paid a big attention to the training component, which focused on the understanding of the concept of inclusion and on the participatory approach. At the same time, there was lack of training for parents, who are the main target group in the process of inclusion of children with special needs.
- The school directors managed to involve 86% of the additional specialists needed to provide special services for children with disabilities within inclusive environment. In spite of big efforts of the school directors in the process of involvement of additional support, the support from local educational authorities and the Ministry of Education is highly needed to provide the adequate policy and mechanisms of its implementation.
- At the same time, analysis of the existing resources both at the level of policy and at the level of practice, demonstrated there were rather big number of existing resources, which sometimes are used not very effectively. Further improving of the existing legislation in terms of effective use of the existing resources and the development of the mechanisms of involvement the resources of the special schools is recommended.
- Taking into consideration the current situation in the country, namely development of the new Law on Education, project results can be a good resource for providing quality education for children with special needs within inclusive learning environment.

